

REORGANIZATION PLAN FOR ALTERNATIVE ORGANIZATIONAL STRUCTURE  
SUBMITTAL SHEET

School Administrative Units Included in <b>APPROVED</b> Notice of Intent	School Administrative Units Submitting Reorganization Plan (Each municipality in a School Union must be indicated separately)
MSAD 68	SAME as listed to the Left
MSAD 41	
MSAD 12	
Greenville School Department	
Shirley School Department	
Beaver Cove School Department	
Bowerbank School Department	

Contact Information:

RPC Chair

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**REC'D DEC 10 2008**

Date Plan Submitted: November 14, 2008

Proposed Alternative Organizational Structure Operational Date: July 1, 2009

Dellat Reynolds, Supt. of Schools	11-14	MSAD #41
Signature/Title	Date	SAU
Ann B. Bridge, Supt. of Schools	11/10/08	MSAD #68
Signature/Title	Date	SAU
Heather J. P.	11-10-08	MSAD #12
Signature/Title	Date	SAU
Heather J. P.	11-10-08	Shirley
Signature/Title	Date	SAU
Heather J. P.	11-10-08	Beaver Cove
Signature/Title	Date	SAU
Heather J. P.	11-10-08	Greenville
Signature/Title	Date	SAU
Ann B. Bridge	11/10/08	Bowerbank
Signature/Title	Date	SAU
Signature/Title	Date	SAU
Signature/Title	Date	SAU
Signature/Title	Date	SAU
Signature/Title	Date	SAU
Signature/Title	Date	SAU

(Duplicate as Needed)

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**MAINE HIGHLANDS REGIONAL EDUCATION CONSORTIUM  
REORGANIZATION PLAN  
(Alternative Organizational Structure)**

SAU Submitting: MSAD 12, MSAD 41, MSAD 68, Beaver Cove, Bowerbank, Greenville, and Shirley School Departments

Contact Information: Susan Mackey-Andrews – RPC Co-Chair

Date Submitted by SAU: November 14, 2008

Proposed RSU Operational Date: July 1, 2009

**MAINE HIGHLANDS REGIONAL EDUCATION CONSORTIUM  
REGIONAL PLANNING COMMITTEE  
VISION**

*Our vision is to provide a community-based education system with  
a broad base to meet the diverse needs of all students.  
We wish to create more educational opportunities for students.  
In creating this consortium, we will not sacrifice  
instructional quality and availability  
in order to achieve cost savings.*

1. The units of school administration to be included in the proposed Alternative Organizational Structure (AOS).

The proposed Maine Highlands Regional Education Consortium (MHREC) Alternative Organizational Structure (AOS) includes the following school administrative units:

- A. Town of Beaver Cove, a municipal school unit.
- B. Town of Bowerbank, a municipal school unit.
- C. Town of Greenville, a municipal school unit.
- D. Town of Shirley, a municipal school unit.
- E. Maine School Administrative District No. 12.
- F. Maine School Administrative District No. 41.
- G. Maine School Administrative District No. 68.

2. The size, composition and apportionment of the governing body.

AOS Board – Municipal Representation with Weighted Votes Using 2007 Estimated Census Data

Revised 11-10-08

Town	2007 Estimated Census	Total Votes	# Directors	Votes Per member
Dover	4269	292	6	49
Charleston	1374	94	2	47
Monson	633	43	1	43
Sebec	587	40	1	40
MSAD 68	6863	469	10	
Milo	2354	161	4	40
Brownville	1292	88	2	44
Lagrange	721	49	2	25
Atkinson	314	21	1	21
MSAD 41	4681	319	9	
Jackman	712	49	2	24
Moose River	217	21	1	15
MSAD 12	929	70	3	
Greenville	1718	117	3	39
Shirley	201	14	1	14
Beaver Cove	88	6	1	6
Bowerbank	150	10	1	10
TOTAL	14,630	1000	28	

AOS Board Apportionment: Representation of Member School Units on the AOS Board is in direct proportion to the population of each Member School Unit, based on the 2007 US Estimated Census.

AOS Board Member Selection: Board members will be seated from the members of local school committees by a method determined by each committee. Local School Committees will appoint members to the AOS Board. 20-A M.R.S.A § 1472-B. Appointments will be for 3 year terms which will be staggered (9 terms to terminate at the end of years 1 and 2; 10 terms to terminate at the end of year 3). Local School Committees having only one representative shall conduct a joint meeting and draw straws amongst themselves to select the initial term period.

## Responsibilities of the AOS Board

The MHREC AOS Board is responsible for and has the authority to carry out the following functions:

### A. Core Administrative Functions

1. Ensure effective system administration and leadership
  - a. System Administration
    - i. Hire and evaluate Superintendent to oversee the system and all personnel to ensure that all children in the system receive a high quality education and to carry out system management responsibilities as described in this Plan, the Interlocal Agreement, and State Statute.
    - ii. Employ System Office Personnel, which may include but is not limited to the following positions:
      - Assistant Superintendent
      - Business Manager
      - Clerical and Business Support Staff
  - b. Oversee Curriculum Coordination and Student Assessment (Employ Curriculum Coordinator)
  - c. Oversee Transportation Administration (Employ Transportation Director)
  - d. Oversee Special Education Administration (Employ Special Education Director)
  - e. Oversee Technology Coordination
  - f. Adopt a Common Calendar
  - g. Oversee Development of consistent Collective Bargaining Agreements
  - h. Oversee Development of efficient fiscal policies and systems and an annual budget for the AOS System Office (see in particular Interlocal Agreement Sections 6 – 10)
  - i. Other functions as specified in this Plan, the Interlocal Agreement (Section 6 in particular) and State Statute
2. Foster collaboration among the Member School Units to serve the goal of a high quality education for every child in the regional system by:
  - a. Overseeing establishment of a Core Curriculum;
  - b. seeking ways to improve the number and quality of educational opportunities for all children through sharing and combining services where possible, including:
    - i. professional development for the improvement of teaching and learning;
    - ii. curriculum improvement;
    - iii. assessment of student learning and data-based decision-making; and
    - iv. implementation of information and communication technologies
  - c. establishing a regional planning committee to examine current educational programs in MHREC schools and develop proposals to increase student choices for educational programming. The AOS Board will establish a study group entitled the “Maine Highlands Education Promises For the Future Committee”

(MHEPFFC). (See Exhibit B)

The purpose of MHEPFFC will be to conduct a comprehensive feasibility study around the topics of Regional Educational Programming and school choice that includes the following three phases:

**Phase I: Existing Conditions Assessment.**

Inventory and assess:

- Educational Facilities within the Region
- Educational programs within the Region
- Technology infrastructure within the Region
- Staffing of the educational programs within the Region
- School Choice arrangements within the Region
- Existing Funding Streams and Sources utilized to pay for said programs and facilities.

**Phase II: Explore Possibilities for Regional Programming**

Explore possible ways to enhance educational programs to serve all region students; examine feasibility of these. This phase may include but is not limited to the following:

- Increased programming and opportunities for all students across the region.
- Vocational Education
- Distance Learning
- Special Education
- Gifted and Talented Programming
- After School and Enrichment Programming
- Early College Opportunities through Penquis Higher Ed Center
- Place based education and service learning
- Alternative programs
- Adult Education Opportunities

**Phase III: Recommendations**

Proposals to the AOS Board for program enhancements deemed feasible from Phase II for the students and communities found within Tri-County Career and Technical Education Region.

The suggested stakeholder members of this group should include the following 8-13 members:

- i. One Member of the AOS Board
- ii. One Member of the Foxcroft Academy Board of Trustees
- iii. Two teachers from within the Tri-County Career and Technical Education Region
- iv. Two parents from within the Tri-County Career and Technical Education Region
- v. Two students from within the Tri-County Career and Technical Education Region

- vi. One Secondary Principal from within the Tri-County Career and Technical Education Region
- vii. One Athletic Director from within the Tri-County Career and Technical Education Region
- viii. One representative from The Tri-County Career and Technical Education Program
- ix. One Special Education Director from within the Tri-County Career and Technical Education Region
- x. One Curriculum Specialist from within the Career and Technical Education Region

The methods for conducting this feasibility study will include, but not be limited to, research/literature review on effective secondary programs and services, public forums and listening sessions with residents, interviews and/or survey with a variety of school faculty (teachers and administrators), community agencies and service providers, and review of existing public records.

The MHEPFFC group will begin its work when the AOS Transition Committee formally establishes this committee in March of 2009. Final membership will be set by the AOS Transition Committee in cooperation with the Superintendent of Schools. This group will work diligently between March of 2009 and January of 2010 to complete the feasibility study outlined above. Upon completion MHEPFFC will present the feasibility study to each municipal and school government located within or representing each community that comprises the Maine Highlands Region being studied.

### 3. The method of voting of the governing body.

**Quorum:** A majority (501) of the total AOS Board weighted votes must be present at an AOS Board meeting to constitute a quorum.

**Decisions:** All decisions shall require a minimum of 67% of the weighted votes present at an AOS Board meeting.

### 4. The composition, powers and duties of local school committees.

No local school committees within the meaning of 20-A M.R.S.A. §1478 shall be created. Existing Local School Boards shall continue to serve each Member School Unit and collaborate with one another to serve the educational interests of all children in the system. The composition, powers, and duties of the school boards of the Member School Units shall remain unchanged except as specifically modified by the attached Interlocal Agreement, State Statute or as otherwise provided in this plan (See Section 2, in particular).

This means that Local School Boards, for example, will continue to determine and supervise the following functions in a manner consistent with the core function policies of the AOS Board: Regular instruction; other instructional programs; co and extra-curricular programs, guidance



services, student health services, library services, school-level technology instruction, school administration, operation and maintenance of facilities, career and technical education, and post-secondary enrollment programs or any other functions not reserved for the AOS Board.

Local School Boards are encouraged to seek ways to share services and collaborate with one another for the improvement of each student's learning.

### Local School Boards

The composition of Local School Boards will continue as currently constituted, subject to later reapportionment in accordance with applicable law.

#### LOCAL BOARD OF DIRECTORS - SAD 68:

##### Municipal Representation with Weighted Voting

	Population	# of Votes	# of Members	Votes per member
Dover-Foxcroft	4211	610	5	122
Charleston	1397	202	2	101
Monson	666	97	1	97
Sebec	612	89	1	89
Total	6886	1000	10	

#### LOCAL BOARD OF DIRECTORS - SAD 41:

##### Municipal Representation with Weighted Voting

	Population	# of Votes	# of Members	Votes per member
Atkinson	323	69	2	68.5483871
Brownville	1259	267	3	89.06338427
LaGrange	747	159	2	79.26570458
Milo	2383	506	5	101.1460102
Total	4712	1000	12	

#### LOCAL BOARD OF DIRECTORS – SAD 12

##### Municipal Representation with Weighted Voting

	Population	# of Votes	# of Members	Votes per member
Jackman	800	727	4	181.75
Moose River	300	272	3	91
Total	1100	1000	7	

LOCAL SCHOOL BOARDS OR COMMITTEES REPRESENTING THE  
FOLLOWING MUNICIPALITIES

	Population	# of Votes	# of Members	Votes per member
Beaver Cove	91	3	3	1
Bowerbank	123	3	3	1
Greenville	1623	3	5	1
Shirley	183	3	5	1

5. The disposition of real and personal school property.

All real and personal property interests, including without limitation land, buildings, other improvements to realty, easements, option rights, first refusal rights, and purchase rights, and all fixtures, shall remain the property of each Member School Unit.

6. The disposition of existing school indebtedness and lease-purchase obligations if the parties elect not to use the provisions of Section 1506 regarding the disposition of debt obligations.

The indebtedness and lease-purchase obligations of the Member School Units will remain with them.

7. The assignment of school personnel contracts, school collective bargaining agreements and other school contractual obligations.

School Personnel Contracts

1. AOS System Office:

The only contracts that will transfer to the AOS from the Member School Units are those that must do so to staff the shared System Office as recommended by the superintendent and approved by the AOS Board. (This and other personnel decisions are subject to Maine statute and state and federal employment regulations.)

The personnel required to staff the System Office may include:

SYSTEM OFFICE POSITIONS
SYSTEM ADMINISTRATION
Superintendent
Asst. Superintendent
Business Manager
Administrative Secretary
(3) Business clerical positions
SYSTEM INSTRUCTIONAL SERVICES
Curriculum Coordinator
Technology Coordinator
Special Education Director
Transportation Director
(3) Secretarial (shared)

The duties and assignments of all System Office personnel shall be determined by the superintendent or her/his designee consistent with the policies of the AOS Board.

2. All Other Personnel Contracts: All other contracts will remain with the local units. (See Appendix 7-A)

The duties and assignments of all personnel under Local School Board jurisdiction shall be determined by the superintendent or her/his designee consistent with the policies of the appropriate Local School Board.

### Collective Bargaining Agreements

Member School Units currently are subject to the following collective bargaining agreements:

SAU	Positions Included in Bargaining Unit	Next Termination Date
GRN	Teachers (includes Librarian)	2011
68	Teachers (includes nurse, librarian)	2009
GRN	Support Staff	2011
68	Ed Techs	2009
41	Teachers	2009
41	Ed Techs	2010
12	Teachers (certified professional employees)	8/31/10

Collective bargaining agreements to which the Member School Units are a party shall be retained by the existing Member School Units and will not be transferred to the AOS.

Pursuant to state law, a special task force will be created by the AOS Board by July 1, 2010 which will include representatives from each Member School Unit and others as needed. The task force will review all collective bargaining agreements and create a plan that will provide for consistent collective bargaining agreements in the MHREC by 2014. (See in particular Section 6 of Interlocal Agreement.) The plan will define the conditions that constitute consistency among collective bargaining agreements. Consistency will not be understood to mean equal salaries and benefits. This plan will be submitted to the Local School Boards for approval.

The Superintendent and/or his/her designee will fulfill the designated function of collective bargaining agreement administrator on behalf of the Member School Units.

#### Other School Contractual Obligations

Appendix 7-A describes existing other contractual obligations. All such obligations will remain with the Member School Unit unless transferred by mutual agreement from the Member School Unit to the AOS during the transition process.

8. The disposition of existing school funds and existing financial obligations, including undesignated fund balances, trust funds, reserve funds and other funds appropriated for school purposes.

All existing school funds and existing financial obligations of the Member School Units will remain with them.

9. A transition plan that addresses the development of a budget for the first school year of the reorganized unit and interim personnel policies.

#### A. The Transition Committee

The initial MHREC AOS Board shall be appointed from the existing Boards by March 1, 2009 and shall have the transitional powers and duties provided by 20-A M.R.S.A. § 1461-A. This initial AOS Board will serve as the transition committee. Its decisions shall be guided by this principle: the organization of the AOS minimizes as much as possible any disruption to the school's education programs.

The AOS Board shall be authorized to take all actions and shall have the authority provided under State law to implement fully the AOS Plan, including the authority to open and maintain accounts, to incur expenses in accordance with the approved budget to be allocated among the member municipalities in accordance with the provisions of Section 13.

The MHREC AOS Board shall convene as soon as possible after the March 1, 2009 election date and undertake such tasks as the following:

1. establish rules of procedure, establish board committees and elect officers of the board.

2. choose an interim Superintendent. Said interim Superintendent will be chosen from those Superintendents currently serving the Member School Units. There will be no additional compensation for this position except for expenses and mileage reimbursements. Said position will terminate on July 1, 2009 or when a superintendent is hired if one is not hired prior to July 1, 2009.
3. choose an Interim Assistant to the Superintendent. Said Interim Assistant will be chosen from those Superintendents currently serving the Member School Units. The Interim Assistant Superintendent will assist Interim Superintendent. There will be no additional compensation for this position. Said position will terminate on July 1, 2009.
4. participate in the development of an AOS budget for the fiscal year 2009 to 2010. The budget format and budget approval procedures for the AOS first operational year budget shall be in accordance with Section 8 of the Interlocal Agreement.
5. complete other pre-reorganization tasks as may be appropriate, beginning with the transfer of System Office Personnel (see Section 7) from Member School Units System Offices to the AOS System Office (see Section 7 "School Personnel" #1).
6. AOS Board members will not be compensated for meetings. (Local boards can choose to compensate.)

**B. Transition Plan for Personnel Policies.**

All personnel policies existing in the Member School Units shall continue to apply to the same employment positions after the formation of the AOS. The AOS Board and Superintendent will develop and adopt region-wide policies in accordance with applicable law after the operational date of the new AOS. (See Section 2.)

**10. Documentation of the public meeting or public meetings held to prepare or review the reorganization plan.**

**Timeline for Referendum**

Referendum Date	January 27
Plan Complete	November 10
SAU's vote to submit plan	November 10
Deadline for Plan Submission - RPC	November 14
Deadline for Commissioner's Approval	December 1
Deadline to file article with town clerks	December 11
Union 60 Towns only	
Deadline to sign warrants - SAD's	December 24
Absentee ballots to printer	
Deadline for warrants and absentee ballots	December 26
Last date for public hearings	January 17
10-day notice Union 60 Towns and Bowerbank	
Last date for public hearing - SAD's	January 20
7-day notice	

Deadline for posting warrants  
Referendum Date

January 20  
January 27

Prior to referendum, at least one (1) public forum shall be held in each Member School Unit to review the reorganization plan. Given the geographic distances in this rural area, public forums will be held in the following localities to maximize access: MSAD #12, MSAD, #41, MSAD #68 and Greenville, Shirley, Beaver Cove and Bowerbank.

The RPC or its designees will develop a common agenda, presentation and draft plan summary highlighting key points in each section to be used at each of the public forums. This agenda will provide public information followed by a comment session. All sessions will be facilitated by RPC members, with representation from more than one participating unit. It is anticipated that each session will last no more than two (2) hours. Meeting notes, including lists of participants, will be maintained by the RPC, at each Member School Unit system office, and posted on the Internet within one (1) week following each forum.

All forum materials including the Plan, attachments and appendices will be posted on the Internet prior to the forums. Hardcopy handouts of a plan summary will be available at each of the forums; full copies of the Plan will be available at the system office of each Member School Unit (Jackman, Greenville, Dover-Foxcroft and Milo) at no cost upon request. A printed insert of the entire Plan will be circulated in the *Gazette*.

Materials from RPC documenting its work since inception are routinely posted on the Internet and readily accessible via the web sites for each of the participating school units.

11. An explanation of how units that approve the reorganization plan will proceed if one or more of the proposed members of the regional school unit fail to approve the plan.

MSAD 41 and MSAD 68 enrollments make these two SAUs essential to the formation of the AOS (which requires a minimum of 1,200 students). Although the minimum enrollment could be reached if all SAU's except MSAD 68 approved the plan, geographic obstacles would make such a district unworkable. Therefore, the agreement of both MSAD 41 and MSAD 68 is required in order to form the AOS.

If MSADs 41 and 68 approve the plan and not all other Member School Units approve the plan, appropriate changes to the plan will be made to reflect the new partners during the transition phase and, subject to approval by the Commissioner of Education, the AOS will proceed to formation.

If the region does not form under this plan, the SAUs shall re-start the process to form an AOS or a regional school unit with the same or other school administrative units and may seek assistance from the Department of Education to develop another Reorganization Plan. (See Section 18 of Interlocal Agreement.)

12. An estimate of the cost savings to be achieved by the formation of a regional school unit and how these savings will be achieved.

The MHSRC AOS Finance Committee working with the Superintendents and Town Managers assumed a system office structure that is very close to that recommended by the Maine Department of Education for an RSU with 2500 students. Again, with the help of the Superintendents, costs were assigned to each position which included a competitive salary, benefits and expenses.

An agreement was reached to define "Savings" as the long term cost that all local school units would expect to share in the future compared to the sum of the expenditures they were currently making. In fact, until the system office base cost exceeds the amount members school units are currently expending, the system office costs will be shared by that percentage. "Cost avoidance" composes the second consideration to overall "Savings" as reflected in the MHREC reorganization plan, and represents the local penalty amount that the SAU would avoid if joining MHREC. Please see Exhibit 12A for a full and detailed explanation of these calculations. Absent any other information, we have assumed that the penalty will remain "flat" and haven't anticipated an increase or decrease in the impact of the penalty in our calculations.

This level of savings ignores any extra costs incurred during the transition over \$75,000 anticipated for legal fees, board liability insurance, the requirement to maintain personnel levels during the first year of operation, and need to honor all labor contracts. It will be the responsibility of the Local School Boards to achieve the savings associated with the centralization of administrative services.

The RPC members remain very concerned that the majority of participants have, over the past several years, reduced their administrative budgets substantially and it is anticipated that the national recession will mean additional reductions in state aid. The impact of L.D. 1 has already affected at least one town budget, and the projections for the next 12-24 months are exceptionally dire. We are concerned about the adequacy of the projected budget as compared to the obligations of the central administrative office. We know that the SAU budgets are already slim with little if any opportunity for growth.

**First Year: 2009-10**

Estimated Savings:	\$15,000
Estimated Additional Costs:	\$75,000
Cost Avoidance (Penalty)	\$457,378
Net Savings/Cost Avoidance (Costs):	\$397,378

**Second Year: 2010-11**

Estimated Savings:	\$16,000
Estimated Additional Costs:	0
Cost Avoidance (Penalty)	\$457,378
Net Savings/Cost Avoidance (Costs):	\$473,378

**Third Year: 2011-12**

Estimated Savings:	\$17,000
Estimated Additional Costs:	0
Cost Avoidance (Penalty)	\$457,378
Net Savings/Cost Avoidance (Costs):	\$474,378

**13. Other matters determined to be necessary****13-A Assets and Liabilities**

The Greenville School Department will retain any assets and liabilities related to its prior association with School Union 60.

The Shirley School Department will retain any assets and liabilities related to its prior association with School Union 60.

The Beaver Cove School Department will retain any assets and liabilities related to its prior association with School Union 60.

**13-B. Tuition Contracts and School Choice****1. Tuition Contracts**

MSAD 68 currently participates in a tuition contract with Foxcroft Academy for all MSAD 68 students in grades 9-12. This contract terminates June 30, 2009. The future status of this contract will be the sole jurisdiction of the MSAD 68 Board of Directors.

**2. School Choice**

The following SAUs offer some or all of their students a choice of which school to attend:

SAU	Description
Beaver Cove	All student K-12 may choose to attend any school approved for tuition purposes.
Bowerbank	All student K-12 may choose to attend any school approved for tuition purposes.
Shirley School Department	Students in grades 6-12 may choose to attend any school approved for tuition purposes.

Grade levels in the existing SAUs that have choice of schools as of the operational date of this plan shall continue to have the same choices in the AOS. In all cases where a Member School Unit's students may choose a school to attend, the respective SAU will pay up to the maximum state-allowable tuition for each student consistent with current state law.

**13-C Claims and Insurance**



Continuity of insurance shall be maintained with the assistance of counsel.

#### 13-D Fewer than 2,500 students

The proposed AOS will serve fewer than 2500 students and qualifies for an exemption to that requirement for the following reasons:

- (a) The special conditions of geography limit the practical boundaries for regionalization;
- (b) Demographics, including student enrollment trends and the composition and nature of communities in the regional school unit;
- (c) Economics, including existing collaborations to be preserved or enhanced and opportunities to deliver commodities and services to be maximized;
- (d) Transportation;
- (e) Population density of less than 100 per square mile; and/or
- (f) Other unique circumstances including the need to preserve existing or developing relationships, meet the needs of students, maximize educational opportunities for students and ensure equitable access to rigorous programs for all students.

#### 13-E Plan for Consistent Collective Bargaining Agreements

Pursuant to state law, a special task force will be created by the AOS Board by July 1, 2010 which will include representative from each Member School Unit and others as needed. The task force will review all collective bargaining agreements and create a plan that will provide for consistent collective bargaining agreements in the MHREC by 2014. The plan will define the conditions that constitute consistency among collective bargaining agreements. Consistency will not be understood to mean equal salaries and benefits. This plan will be submitted to the Local School Boards for approval.

#### 13-F Incorporation of Interlocal Agreement

The Interlocal Agreement for the creation of the AOS, attached to this Plan as Exhibit A, is expressly incorporated into and made a part of the Plan.

#### 13-G Amendment of Plan

Subject to approval by the Commissioner of Education, this Plan may be amended upon a two thirds weighted vote of the full membership to the AOS board, approval by the school board of each Member School Unit, and a favorable vote of each Member School Unit taken at a meeting or by referendum.

APPENDIX 7-A - Personnel and Other Contractual Obligations (as of 10/08)

System Administration Personnel

SAU	Individual Personnel Contract	Next Termination Date
Union 60	Superintendent	6-30-11
SAD 68	Superintendent	6-30-09
SAD 41	Superintendent	6-30-09
SAD 12	Superintendent	6-30-10
41	Human Resource: Darlene Ricker	6-30-09
41	Accounts Payable Clerk: Jane Savage	6-30-09
60	Bookkeeper/Adm. Asst.: V. Davis	6-30-09
68	Financial Secretary: T. Scott	6-30-09
60	Acct. Pay/Adm. Asst: S. Morrill	6-30-09
68	Adm. Assist. To Supt./Bd. W. Berce	6-30-09

School Personnel Contracts Not Covered by Bargaining Units

SAU #	POSITION	NEXT TERMINATION DATE
*12	Superintendent – H. Perry	July 1, 2010
*12	Assistant Superintendent – D. Plante	July 1, 2010
**12	Principal – D. Plante	July 1, 2009
*12	Bookkeeper – H. Dionne	July 1, 2009
*12	Part time AP Clerk – J.	July 1, 2009
**12	Live2 Learn Coordinator – J. Caron	July 1, 2009
**12	School Secretary – J. Turner	July 1, 2009
****12	Cooks (2 FTE)	July 1, 2009
****12	Custodians (2 FTE)	July 1, 2009
****12	Ed. Tech. II (1 FTE)	July 1, 2009
****12	Ed. Tech. III (5 FTE)	July 1, 2009
****12	Adult Ed. Assistant – T. Crawford	July 1, 2009
*U60	Superintendent, NCLB Coordinator – H. Perry	July 1, 2011
**U60	Principal – R. Brown	July 1, 2009
**U60	Principal/Teacher – J. Lessard	July 1, 2009
**U60	Guidance Director – D. Morrill	July 1, 2011
*U60	Tech. Director – K. Bishop	July 1, 2011
**U60	Maintenance Supervisor – B. Hanson	July 1, 2009
**U60	Athletic Director – J. Stafford	July 1, 2009
***U60	School Health Director – D. Blackstone	July 1, 2009
*U60	Admin Assistant/AP Clerk – S. Morrill	July 1, 2009
*U60	Bookkeeper (shared w/MSAD 41) – V. Davis	July 1, 2009
**U60	Adult Ed. Director – S. Pound	July 1, 2009

****U60	Ed. Tech. III (1 FTE) – J. Stevens	July 1, 2009
****U60	Reading Tutor (1/3 FTE) – J. Reamer	July 1, 2009
*41	Interim Superintendent – G. Reynolds	July 1, 2009
*41	Technology Coordinator – G. Morse	July 1, 2009
*41	Technology Coordinator – G. Page	July 1, 2009
*41	Transportation Director – D. Nutter	July 1, 2009
**41	Athletic Director – T. Hamlin	July 1, 2009
*41	Human Resource – D. Ricker	July 1, 2009
*41	AP Clerk – J. Savage	July 1, 2009
*41	Admin. Assistant – Mary	July 1, 2009
**41	Special Ed. Admin. Assistant – L. Bell	July 1, 2009
**41	MS/HS Principal – S. Gordon	July 1, 2010
**41	MS/HS Vice Principal – C. Savage	July 1, 2010
**41	Special Ed. Director – S. Worcester	July 1, 2010
**41	Milo Elem. Principal – C. Knox	July 1, 2010
**41	Food Service Director (Shared w/U60) – S. Salley	July 1, 2009
**41	Brownville El. Teaching Principal – C. Beres	July 1, 2010
**41	Cook Elementary Teaching Principal – L. Weston	July 1, 2010
**41	Head Cook – S. Mulherin	July 1, 2009
****41	Cooks (7 FTE)	July 1, 2009
****41	Custodians (6 FTE)	July 1, 2009
****41	Bus Drivers (6 FTE)	July 1, 2009
****41	School Secretaries (7.5 FTE)	July 1, 2009
*68	Interim Superintendent, NCLB, and Spec. Ed. – A. Bridge	July 1, 2009
*68	Financial Secretary – T. Scott	July 1, 2009
**68	Maintenance Supervisor – E. Walker	July 1, 2009
68	Admin. Asst. to Supt/Bd – W. Berce	July 1, 2009
*68	Director of Foods/Accts. Payable – L. Nelson	July 1, 2009
**68	Guidance – T. Evans	July 1, 2010
**68	Guidance – B. Welsh	July 1, 2010
*68	Technology Coordinator – D. Bridges	July 1, 2009
**68	PVAEC Director – T. Regan	July 1, 2010
**68	Spec Ed. Director: 2-Day Interim	July 1, 2009
**68	Principal – W. Lombardi	July 1, 2009
**68	Principal – J. Robinson	July 1, 2009
**68	Spec. Ed. Consulting & Assessment: S. Chase	July 1, 2009
****68	Cooks (5.5 FTE)	July 1, 2009
****68	Custodians (7 FTE)	July 1, 2009
****68	Secretaries (3.25 FTE)	July 1, 2009
****68	Spec. Ed. Secretary (1 FTE)	July 1, 2009

- \* = System Administration Position  
 \*\* = School Level Admin Position  
 \*\*\* = Grant Funded Position  
 \*\*\*\* = Regular employees not covered by Collective Bargaining agreements

School Bargaining Agreements

SAU	Positions Included in Bargaining Agreement	Next Termination Date
12	Teachers	August 31, 2010
U60	Teachers (includes Librarian)	August 31, 2011
U60	Support Staff	August 31, 2011
41	Teachers	August 31, 2009
41	Ed. Techs	August 31, 2009
68	Teachers (includes nurse, librarian)	August 31, 2009
68	Ed. Techs	August 31, 2009

All Other Contracts

SAU	Contracting Party	Expiration Date of Contract
12	Linda McBrierty – Library Services	June 13, 2009
12	Jay McNalley – Bus Conveyance	June 30, 2013
12	C.A. Dean Hospital – Speech	June 30, 2009
12	Medical Center – Nurse	June 30, 2009
12	Adult Ed. Director – H. Moore	June 30, 2009
12	Maine Controls	August 1, 2009
12	Mechanical Services	August 1, 2009
12	Generator Maintenance	October 1, 2009
12	Photo Copiers - OCE	
12	API Technologies	June 1, 2009
12	Plowing/sanding	June 30, 2009
12	Mowing	June 30, 2009
12	CIT Financing – DELL	July, 2011
12	CIT Financing – DELL	July, 2011
12	GE Financing – APPLE	July, 2008
12	CIT Financing – DELL	October, 2009
U60	Landscaping/mowing: G. Murray	6-30-09
U60	Waste Disposal :	6-30-09
U60	Rowells Transportation	6-30-09
U60	Food Service Director	6-30-09
U60	AP & Bookkeeping Services	6-30-09
U60	API Technologies	6-30-09
U60	ADS Financial Software/maintenance, etc	6-30-09

U60	VFA Software Updates – Mike McCormick	6-30-13
U60	Photocopier: Lease	In yr 1 of 5 year contract (expires 6-30-12)
U60	Pepsi	In yr 2 of 10 yr contract (expires 6-30-18)
U60	Apple	6-30-11 will be entering into a new lease purchase agreement (expires 6-30-2013)
11U60	Jobs for Maine Graduates	6-30-09
U60	Nurse: CA Dean	6-30-09
U60	OT, PT, Speech: CA Dean	6-30-09
U60	Town of Greenville – Library Contract	6-30-09
U60	Way Point Billing Services	6-30-09
U60	Town of Greenville – Trash Removal	6-30-09
41	ADS Financial Software/maintenance, etc	6-30-09
41	Food Service Director	6-30-09
41	AP & Bookkeeping Services	6-30-09
41	Photocopier: Lease	In yr 3 of 5 year (expires 6-30-10)
41	Pepsi	In yr 2 of 8 yr contract (expires 6-30-16)
41	Snow Plowing: LaGrange	6-30-09
41	Security System Monitoring	6-30-09
41	Heating System Contract	6-30-09
41	Jobs for Maine Graduates	6-30-09
68	City Water: AquaMaine	6-30-09
68	Rowells Transportation	6-30-10
68	Weymouth Transportation	6-30-10
68	ADS Financial Software/maintenance, etc	6-30-09
68	Photocopiers:	6-30-11
68	Snow Plowing: Monson:	6-30-09
68	Security System Monitoring	6-30-09
68	Project Reach	6-30-09
68	Foxcroft Academy	Secondary Education
68	Computer Repair	6-30-09
68	Waypoint Billing	6-30-09
68	Lease-Purchase Computers	6-30-10
68	Lease-Purchase Vehicle	6-30-10

**“Exhibit A”**  
**INTERLOCAL AGREEMENT**  
**MAINE HIGHLANDS REGIONAL EDUCATION CONSORTIUM**  
**ALTERNATIVE ORGANIZATIONAL STRUCTURE**  
**30-A.M.R.S.A. CHAPTER 115**

Agreement made as of July 1, 2009 between Town of Greenville School Department, a municipal school unit acting by and through its governing body; Town of Shirley School Department, a municipal school unit acting by and through its governing body; Town of Beaver Cove School Department, a municipal school unit acting by and through its governing body; Town of Bowerbank School Department, a municipal school unit acting by and through its governing body; Maine School Administrative District No. 12 (MSAD #12); Maine School Administrative District No. 41 (MSAD #41); and Maine School Administrative District No. 68 (MSAD #68), (hereinafter the “Member School Units”);

WHEREAS, subject to certain conditions of approval, the Member School Units intend to form an Alternative Organizational Structure (hereinafter “AOS”) within the meaning of PL 2007, c. 240 Pt. XXXX, 36, sub§2c and 20-A M.R.S.A. 1, sub§ 26c for administration of certain aspects of their respective school systems; and

WHEREAS, the Member School Units intend to share services with respect to system administration, transportation administration, special education administration, and administration of business functions including accounting, reporting, payroll, financial management, purchasing, insurance, and auditing; and

WHEREAS, the Member School Units propose to adopt a common core curriculum, common procedures for standardizing testing and assessment aligned with the system of learning results, consistent school policies and school calendars, and a plan for consistent collective bargaining agreements; and

WHEREAS, the Member School Units intend to work together to identify additional areas where they may be able to achieve cost savings and/or enhanced educational programming and opportunities for students; and

WHEREAS, the Member School Units are public agencies of the State of Maine within the meaning of Chapter 115 of Title 30-A of the Maine Revised Statutes; and

WHEREAS, 30-A M.R.S.A. 2203 provides that any powers, privileges or authority exercised or capable of exercise by a public agency of the State of Maine may be exercised jointly with any other public agency of the State of Maine by means of an Interlocal Agreement;

NOW, THEREFORE, subject to certain conditions of approval as stated in Paragraph 18 hereof, the Member School Units enter into an Interlocal Agreement pursuant to Title 30-A M.R.S.A. Chapter 115 as follows:

1. Purpose. The purpose of this Interlocal Agreement is to reorganize the Member School Units into an Alternative Organizational Structure (“AOS”) in order to achieve the goals of Maine’s School Reorganization Law, PL 2007, Ch. 240 as amended, including enhanced student educational achievement and greater efficiency in the administration of public school programs.

2. Reorganization Plan for an AOS. The Member School Units have formed a Reorganization Planning Committee (hereinafter “RPC”) for the purpose of developing a school reorganization plan for an AOS pursuant to Maine’s School Reorganization Law (hereinafter “School Reorganization Plan”). The Member School Units agree to work with the RPC to develop a School Reorganization Plan for an AOS which can be submitted to the Commissioner of Education for approval and then submitted to the voters for approval at referendum in accordance with Maine’s School Reorganization Law.

3. Creation of Legal and Administration Entity. The inhabitants of and the territory within the Member School units is hereby created as a body politic and corporate under the name of Maine Highlands Regional Education Consortium Alternative Organizational Structure as an alternative organizational structure within the meaning of PL 2007, c.240, Pt. XXXX §36(2)(C), a school administrative unit within the meaning of 20-A M.R.S.A. 1(26) and 30-A M.R.S.A. 2252, a quasi-municipal corporation with the meaning of 30-A M.R.S.A. 2351(4), a public agency within the meaning of 30-A M.R.S.A. Chapter 115, and a political subdivision within the meaning of 14 M.R.S.A. Chapter 741, 8102(3), and it shall have all other governmental authority and immunity as may be provided by any other applicable law.

4. AOS Board of Directors. The Maine Highlands Regional Education Consortium Alternative Organizational Structure established pursuant to this Interlocal Agreement shall be

governed by an AOS Board of Directors comprised of representatives of the school boards of each Member School Unit. The AOS Board shall use the weighted voting method with the directors' voting power to be in proportion to the population of the Member School Units. The number of directors and their respective voting power shall be as follows and will be adjusted accordingly should additional SAUs join, or should existing Member School Units fail to join or withdraw, from the AOS:

AOS Board – Municipal Representation with Weighted Votes Using 2007 Estimated Census Data

Revised 11-10-08

Town	2007 Estimated Census	Total Votes	# Directors	Votes Per member
Dover	4269	292	6	49
Charleston	1374	94	2	47
Monson	633	43	1	43
Sebec	587	40	1	40
MSAD 68	6863	469	10	
Milo	2354	161	4	40
Brownville	1292	88	2	44
Lagrange	721	49	2	25
Atkinson	314	21	1	21
MSAD 41	4681	319	9	
Jackman	712	49	2	24
Moose River	217	21	1	15
MSAD 12	929	70	3	
Greenville	1718	117	3	39
Shirley	201	14	1	14
Beaver Cove	88	6	1	6
Bowerbank	150	10	1	10
TOTAL	14,630	1000	28	



6. Powers, Authority and Responsibilities. There shall be an AOS system office under the direction and control of the AOS board of directors serving all the Member School Units. The AOS system office may include without limitation a superintendent of schools, assistant superintendent of schools, business manager, transportation director, special education director, information technology director, curriculum coordinator, and clerical/support staff, provided that one person may hold more than one of these positions. The AOS board of directors shall be responsible for system administration, transportation administration, special education administration, administration of business functions (including accounting, reporting, payroll, financial management, purchasing insurance and auditing) and development and maintenance of a consistent core curriculum and consistent procedures for standardized testing and assessment aligned with the system of learning results for all the Member School Units in the AOS. The duties of the AOS board and the Superintendent of Schools shall be governed by State law.

The AOS board of directors shall adopt consistent school policies and consistent school calendars in conjunction with the school committees or school boards of the Member School Units. The AOS board of directors shall develop and implement on an on-going basis a plan for consistent collective bargaining agreements within the AOS which may include an analysis of the areas where inconsistencies exist in the existing collective bargaining agreements of Member School Units, a time-table for adopting uniform commencement and expiration dates for collective bargaining agreements within the AOS, and a schedule for achieving consistent terms and conditions of employment among the various bargaining units of the Member School units within the AOS. (See Section 13-E of this plan.)

More specifically, in furtherance and not in limitation of the powers and responsibilities of the AOS board of directors as described above, the powers, authority and responsibilities of the AOS board of directors shall include the following:

- a. Oversee the operation of the AOS system office;
- b. Annually develop and obtain voter approval for the AOS system office budget;
- c. Apportion to each Member School Unit its share of the AOS system office budget in accordance with the AOS cost sharing formula;
- d. Oversee system office services, including accounting, reporting, payroll, financial management, insurance purchasing and auditing for the Member School Units;

- e. Establish and oversee expenditures of reserve funds as approved through the AOS budget process and as permitted by applicable law;
- f. Own or lease and oversee management of AOS system office property and equipment;
- g. To the extent permitted by law, authorize and oversee administration of construction and renovation projects or any part of such projects that pertain to the AOS system office;
- h. To the extent permitted by law, assume and incur debt or obtain other financing for the AOS system office, in addition to the authority of one or more Member School Units to incur debt for that purpose;
- i. Oversee administration of federal, state and other grants not overseen by the school committees or school boards of the Member School Units;
- j. Oversee filing of all required state and federal reports for the AOS and the Member School Units;
- k. Employ AOS system office personnel and oversee their wages, hours, and working conditions;
- l. Oversee the supervision and evaluation of and adopt policies applicable to AOS system office employees;
- m. Oversee negotiation and administration of consistent collective bargaining agreements and maintenance in the AOS system office of personnel records of all AOS and Member School Unit employees;
- n. Oversee and maintain a consistent EK-12 core curriculum for Member School Units and consistent procedures for standardizing testing and assessment aligned with the system of learning results;
- o. Adopt consistent school policies in conjunction with the school boards of the AOS Member School Units;
- p. Oversee administration of the transportation systems for the AOS Member School Units, and administration of bus purchases;
- q. Oversee administration of the bookkeeping and reporting requirements for school lunch programs for the AOS Member School Units;
- r. Accept and oversee expenditure of gifts to the AOS system office;
- s. Adopt a consistent school calendar for the AOS Member School Units;
- t. Oversee contracts and lease agreements related to the AOS System Office;

- u. Distribute state subsidy among the Member School Units in accordance with the State subsidy distribution method described in paragraph 10;
- v. Oversee administration of this Interlocal Agreement and, as deemed necessary from time to time, propose amendments to this Interlocal Agreement for approval by the Member School Units in accordance with Section 17.
- w. Authorize the Superintendent of Schools, subject to such limitations as the AOS Board may in its discretion determine, to designate one or more employees of the AOS or Member School Units with administrative certification from the State of Maine to attend meetings of the school boards of the AOS and Member School Units in place of the Superintendent of Schools.

7. Other Educational Improvements and Cost Savings

The AOS and the Member School Units shall work together in a cooperative manner under the leadership of the AOS board of directors and the superintendent of schools to identify and implement additional measures to improve student achievement and create efficiencies in the delivery of educational services within and among the Member School Units in the AOS.

8. Budget Adoption Procedures. The AOS board of directors shall develop each year a system office budget for the AOS which shall be submitted to an AOS budget meeting of the voters of all the Member School Units prior to calling the budget meetings of the Member School Units. The AOS budget meeting shall be conducted in accordance with the summary cost center budget format, to the extent applicable to the AOS system office budget, and the budget meeting procedures applicable to a regional school unit, except that the duties of the regional school unit board shall be performed by the AOS board of directors. The AOS budget must be approved by a majority of all the voters from AOS Member School Units at the AOS budget meeting, not by a majority of the voters from each Member School Unit.

Following the AOS budget meeting, the AOS board of directors shall notify the Member School Units of their respective shares of the AOS system office budget as approved at the AOS budget meeting calculated in accordance with the cost sharing method in Paragraph 9 of this agreement. The school board of each Member School Unit in the AOS shall then develop its own school budget, including its share of the AOS system office budget, and submit it to the voters of that Member School Unit for approval at a meeting of its legislative body in accordance with applicable law.

Following the budget meetings of the AOS and each Member School Unit, the AOS and each Member School unit shall conduct a budget validation referendum on its budget in accordance with applicable law, except that the 14 day time limit between a budget meeting and a budget validation referendum shall not apply. The AOS and each Member School Unit shall conduct its budget validation referendum on a uniform date as determined by the AOS school board. The AOS budget validation referendum shall be conducted in accordance with the budget validation referendum procedures applicable to a regional school unit, except that the duties of the regional school unit board shall be performed by the AOS school board. The AOS budget must be validated by a majority of all the voters from Member School Units participating in the referendum, not by a majority of the voters from each Member School Unit. The budget of each Member School Unit must be validated by a majority of the voters participating in the referendum from that Member School Unit. If the budget of the AOS or a Member School Unit is not approved at the budget validation referendum, the AOS or that Member School Unit shall repeat the budget adoption process until its budget is approved at both a budget meeting and a budget validation referendum. Each Member School Unit's final share of the AOS system office budget shall be determined based on the final AOS budget as approved at both a budget meeting and budget validation referendum.

The budget validation referendum procedure may be discontinued by the voters of the AOS and/or a Member School Unit after three years in accordance with the law applicable to a regional school unit.

The AOS shall not have taxing power and the allocation of AOS costs to each Member School Unit under the cost sharing method in paragraph 9 shall not constitute the assessment of a tax. The Member School Units shall be solely responsible for raising taxes to pay for their respective shares of the AOS system office budget. Each Member School Unit's share of the AOS system office budget shall be paid to the AOS as a contractual obligation under the terms of this Interlocal Agreement. The AOS Board will determine a payment schedule for the participating units.

9. Cost Sharing of AOS System Office Budget. Initially the Member School Units shall share the costs of the AOS system office budget in proportion to their current budget costs for similar system office services. The sum of these current costs shall become the AOS system office base cost. It is agreed that the system office base cost shall be determined by averaging the

system administration expense reported to the Department of Education for the three (3) school years 04-05, 05-06, and 06-07 which is \$987,814 for the anticipated members. The system office base cost will be adjusted to reflect any changes in the membership of the AOS. Annually, the calculated system office base cost described above will be increased according to the most recently reported Federal Consumer Price Index (C.P.I.) as selected by the AOS Board. If, or when, the AOS system office budget rises above the system office base cost, the additional amount needed shall be shared in the same manner as the remainder of the State Subsidy allocation described in subsection 10(xi) below. The AOS Board will develop the method by which the cost share is determined should additional SAUs want to join the Maine Highlands Regional Education Consortium as well as determine the system office base costs for the new AOS.

10. Distribution of State Subsidy. The AOS school board shall distribute state subsidy received by the AOS as follows:

a. State Subsidy Distribution Policy. It shall be the goal of the AOS board, with the advice of the superintendent of schools and such other legal and accounting advice as the AOS school board deems necessary, to annually distribute the State education subsidies to be received by the AOS among the AOS Member School Units so that the distribution of State subsidy to each Member School Unit reflects as accurately as is reasonably practical the amount of State subsidy that that Member School Unit would receive if it were a stand alone unit and not a member of an AOS.

b. The Method of State Subsidy Distribution. Beginning in Fiscal Year 2009-2010, the AOS school board shall distribute state education subsidy received by the AOS among its Member School Units in accordance with the following methodology:

- (i) To the extent that the AOS receives an allocation for debt service, that amount of EPS allocation shall be reassigned to the Member School Units responsible for those debt service costs;
- (ii) To the extent that the AOS receives an allocation for gifted and talented expenditures, that amount of EPS allocation shall be reassigned to the Member School Units in proportion to their respective gifted and talented expenditures in the year two years prior to the year of allocation (hereinafter the “base year”);

- (iii) To the extent that the AOS receives an allocation for vocational education expenditures, that amount of EPS allocation shall be reassigned to the Member School Units in proportion to their respective vocational education expenditures in the base year;
- (iv) To the extent that the AOS receives an allocation for bus purchases, that amount of EPS allocation shall be reassigned to the Member School Units responsible for those bus purchase costs;
- (v) To the extent that the AOS receives an allocation for special education, that amount of State subsidy shall be reassigned to the Member School Units in the following manner:  
Step 1 – Any additional allocation for high cost in-district or high cost out-of-district placements will be calculated and reassigned on a percentage basis to Member School Units in proportion to their respective percentages of costs eligible for high cost special education placement allocation in the base year; and  
Step 2 – Any remaining special education allocation will be reassigned to Member School Units on a percentage basis based on the number of pupils eligible for regular special education allocation in the base year.
- (vi) The amount of the EPS allocation for transportation will be reassigned to the Member School Units in proportion to their respective class 1-5 road miles as reported to the Department of Education in the base year.
- (vii) To the extent that the AOS receives an allocation for a isolated small school adjustment (EK-12), that amount of EPS allocation shall be reassigned to the Member School Units whose schools qualified for such an adjustment.
- (viii) To the extent that the AOS receives an allocation for EK-12 disadvantaged students, that amount of State subsidy shall be reassigned to the Member School Units in proportion to their respective number of students eligible for that allocation in the base year.
- (ix) To the extent that the AOS receives an allocation for EK-12 limited English Proficiency students, that amount of state subsidy shall be reassigned to the Member School Units in proportion to their respective number of students eligible for that allocation in the base year.

- (x) The remaining balance of total allocation shall be calculated by subtracting the amounts reassigned under subparagraphs (i) through (ix) from the total allocation of the AOS;
- (xi) The remaining balance of the total allocation shall be reassigned to the Member School Units in proportion to their respective average number of pupils on April 1 and October 1 of the preceding calendar year;
- (xii) Any State subsidy received by the AOS for a Member School Unit which is eligible for a special education adjustment pursuant to 20-A M.R.S.A. §15689(1-A), or successor provision, shall be distributed to that Member School Unit;
- (xiii) Any remaining State subsidy received by the AOS, after any distributions required by subparagraph (xii) shall be distributed to the Member School Units not eligible for a special education adjustment in proportion to the difference between their respective total allocations as reassigned in accordance with subparagraphs (i)-(xi) and their respective required local contributions as calculated by the Maine Department of Education.
- (xiv) Should any additional state or federal revenues be received by the AOS, the following shall apply:
  - a. if those funds are directly related to a specific local school those funds will be passed onto that local school committee less any administrative costs that result from that distribution;
  - b. Otherwise, those subsidies which are general in nature shall be distributed based upon the average number of pupils on April 1 and October 1 of the preceding calendar year.
  - c. Allocation of Federal Funds. It shall be the goal of the AOS board, with the advice of the superintendent of schools and such other legal and accounting advice as the AOS school board deems necessary, that Federal funds will be received by each member SAU individually as allocated by the Federal government.
  - d. Retention of Allocation Flexibility. The Member School Units recognize that the Maine Legislature has a history of making changes to Maine's school funding formula, that other circumstances may change, and that it is not possible to include in this Interlocal Agreement a precise formula for allocating State subsidy among Member School Units that will achieve the goals of the

State subsidy allocation policy described in subparagraph (a) above in future years. To retain flexibility in the method of allocating State subsidy among Member School Units, the AOS school board, by a two thirds weighted vote of its full membership, may propose modifications to the initial method of State subsidy allocation described in subparagraph b above in order to better achieve the State subsidy allocation policy set forth in subparagraph a above. Such proposed modifications must also be approved by the school boards or school committees of all the Member School Units prior to implementation and must also be approved by the Commissioner of Education.

11. Real Estate and Personal Property. All real and personal property belonging to Member School Units shall remain the property of those Member School Units. Any real estate or personal property acquired for the operation of the AOS system office shall be owned by the AOS. In the event of dissolution of the AOS, such property, or the proceeds from the sale of such property, shall be distributed to the Member School Units in proportion to the average over the three preceding fiscal years of their respective contributions to the AOS System Office budget under the AOS cost sharing method.

12. School Closing. The closing of a school within a Member School Unit in the AOS shall be determined by the governing body and voters of that Member School Unit in accordance with applicable law. The AOS board and the voters of the AOS shall have no authority to close a school within a Member School Unit.

13. Duration. This Interlocal Agreement shall remain in effect from the date that the AOS becomes operational until this Agreement is terminated either pursuant to Paragraph 16 or by operation of law.

14. Termination of Participation of Member School Unit. The participation of a Member School Unit in this Interlocal Agreement and the AOS may be terminated for cause upon the failure of a Member School Unit to conform to the statutory requirements applicable to alternative organizational structures, including without limitation, failure to implement the core curriculum, procedures for standardized testing and assessment, consistent school policies and school calendars, and/or the plan for consistent bargaining agreements approved by the AOS school board. Prior to any such termination, the AOS school board shall provide the non-conforming Member School Unit with written notice of its failure to conform to AOS statutory



requirements and shall provide a 90 day opportunity to cure. If the Member School Unit fails to cure the non-conformity within the 90 day cure period the AOS school committee shall submit to the Commissioner of Education a plan for termination and equitable distribution and/or compensation with respect to that Member School Unit's proportionate share of the assets of the AOS. Upon approval of the plan by the Commissioner, the Member School Unit's participation in the AOS and this Interlocal Agreement may be terminated by a vote of two thirds weighted vote of all the Members of the AOS school board, excluding those from the Member School Unit whose termination is under consideration. The termination of a member School Unit's participation shall become effective as of the end of the then current AOS fiscal year, and the AOS shall make a distribution of property and/or provide compensation to the terminated Member School Unit as provided in the plan approved by the Commissioner.

15. Withdrawal of Member School Unit. Unless otherwise provided by law, a Member School Unit may withdraw from participation in the AOS upon approval by the Commissioner of Education of a plan of withdrawal prepared by the local school committee of the member school unit seeking to withdraw from the AOS and thereafter approved by the voters of that Member School Unit as may be provided in the Plan of Withdrawal approved by the Commissioner of Education. Before approving a plan of withdrawal pursuant to this section, the Commissioner of Education shall give written notice and an opportunity to be heard to the AOS school committee and the other Member School Units in the AOS. The Commissioner of Education may require the AOS board and the local school committee of the Member School Unit seeking to withdraw to participate in mediation prior to approval of a plan of withdrawal by the Commissioner of Education and the voters of the withdrawing member school unit. The Commissioner of Education may approve, approve with conditions, or deny a plan of withdrawal. Upon approval of a plan of withdrawal, the AOS shall make a distribution of property and/or compensation to the withdrawing Member School Unit as provided in the plan of withdrawal approved by the Commissioner of Education.

16. Termination of Interlocal Agreement. Unless otherwise provided by law this Interlocal Agreement may be terminated upon approval by the Maine Commissioner of Education of a plan of Termination prepared by the AOS board or by the local school committee(s) of one or more Member School Units, and thereafter approved by the voters of the

AOS or the voters of one or more Member School Units within the AOS, as may be provided in the Plan of Termination approved by the Commissioner.

17. Amendment of Interlocal Agreement. Subject to approval by the Commissioner of Education, this Interlocal Agreement may be amended upon a two thirds weighted vote of the full membership to the AOS board, approval by the school board of each Member School Unit, and a favorable vote of the legislative body of each Member School Unit taken at a meeting or by referendum.

18. Conditions of Approval. The approval of this Interlocal Agreement by the governing body of each member school unit is contingent upon and subject to 1) submission of a school reorganization plan for an AOS which incorporates this Interlocal Agreement to the Commissioner of Education by the governing body of that Member School Unit, 2) approval of that School Reorganization plan by the Commissioner of Education, and 3) approval of that School Reorganization plan by the voters of that Member School Unit at referendum in accordance with this paragraph.

This Interlocal Agreement shall not become effective, and the AOS shall not become operational, with respect to any Member School Unit whose governing body fails to submit the School Reorganization Plan for an AOS to the Commissioner of Education or with respect to any Member School Unit if the voters of that Member School Unit fail to approve the School Reorganization plan incorporating this Interlocal Agreement. This Interlocal Agreement shall not become effective with respect to any Member School Unit unless the School Reorganization Plan which incorporates this Interlocal Agreement is approved at referendum by the voters of that Member School Unit.

MSAD #41 and MSAD #68 enrollments make these two SAUs essential to the formation of the AOS (which requires a minimum of 1,200 students). Although the minimum enrollment could be reached if all SAU's except MSAD #68 approved the plan, geographic obstacles would make such a district unworkable. Therefore, the approval of both MSAD #41 and MSAD #68 is required in order to form the AOS.

If MSAD #41 and MSAD #68 approve the plan and not all other Member School Units approve the plan, appropriate changes to the plan and this Interlocal Agreement will be made to reflect the new Member School Units during the transition phase and, subject to approval by the Commissioner of Education, the AOS will proceed to formation.

If the AOS does not form under this plan, the SAUs shall re-start the process to form an AOS or a regional school unit with the same or other school administrative units and may seek assistance from the Department of Education to develop another Reorganization Plan.

19. Filing of Agreement Before becoming effective, this agreement shall be filed with the Secretary of State, the clerk of each municipality within the AOS, and the secretary of each Member School Unit within the AOS.

20. Miscellaneous Provisions

- a. This agreement shall be construed and enforced in accordance with the laws of the State of Maine.
- b. This agreement shall inure to the benefit of and be binding upon the parties hereto and their respective successors and assigns.
- c. This agreement constitutes the entire agreement between the parties, supersedes all prior negotiations and understandings among them and shall not be altered or amended except as provided herein.
- d. This agreement may be simultaneously executed in any number of counterparts, each of which when so executed and delivered shall be an original; but such counterparts shall constitute but one and the same instrument.
- e. The headings in this agreement are for convenience of reference only and shall not effect in any manner any of the terms and provisions hereof.

WITNESS:

**Beaver Cove School Department**

Heather J. Peck

BY: Tinna Peck  
Tinna A Peck, Its Chair  
Municipal School Committee  
Date: 11-12, 2008

WITNESS:

**Bowerbank School Department**

Ann B. Bridge

BY: K. Israels  
K. ISRAELS, Its Chair  
Municipal School Committee  
Date: 11-10, 2008

WITNESS:

**Greenville School Department**

Heather J. Peck

BY: Richard A. Gould  
Richard A. Gould, Its Chair  
Municipal School Committee  
Date: November 12, 2008

WITNESS:

**Shirley School Department**

Heather J. Peck

BY: Virginia J. Sanborn  
Virginia J. Sanborn, Its Chair

Municipal School Committee

Date: 11-12-09, 2008

WITNESS:

**Maine School Administrative District #12**

Heather J. P...

BY:

Clarence Rogin

CLARENCE Rogin, Its Chair

Municipal School Committee

Date: 11-10, 2008

WITNESS:

**Maine School Administrative District #41**

Dellat Payne

BY:

Donale Crossman

Donale Crossman, Its Chair

Municipal School Committee

Date: 11/10, 2008

WITNESS:

**Maine School Administrative District # 68**

Ann B. Bridge

BY:

Jennifer B. Chase

Jennifer B. Chase, Its Chair

Municipal School Committee

Date: 11/10, 2008

## **“EXHIBIT B”**

### **Vision of Opportunities Available Under School Reorganization Maine Highlands Regional Education Consortium Curriculum Group October 27, 2007**

#### **Charge to the Curriculum Group**

The Curriculum Group was charged with the responsibility of collecting information from all participating Districts, Union and towns in the Maine Highlands Regional Education Consortium (MHREC) catchment area related to:

- Grade structures across the school units
- Available programs, services and supports for students:
  - K-5
  - Middle School
  - Secondary Level
  - Special Education
  - Specialized programs

Improving the quality of educational services—beginning with school readiness—must be one key outcome of school reorganization. Our group was unanimous that educational quality matters, including the importance of quality school readiness services and programs and services which keep children in school and support their success.

We also acknowledge that we are looking at the whole child within the context of the whole community. Ensuring support to families and the education of children is not the sole responsibility of the schools; it is a community effort and requires that all public and private agencies and citizens make this a priority. Piscataquis County will not experience economic growth without educational alliances and a concerted community effort to respond to the needs of all children, regardless of the degree or nature of their needs.

The structure of MHEC offers tremendous flexibility and opportunity for localities to partner in the development, implementation and advancement of educational opportunities for our students. Local communities, school boards and the business community are encouraged to participate in the identification of local needs

Likewise, there is consensus that no single action or organizational effort can create, sustain, and scale up high-quality school readiness, student retention and success. This needs to be a community-wide effort and commitment, over time. Ensuring that school reorganization efforts result in more than administrative savings will take multiple perspectives and combined efforts. It will require:

- A commitment to making significant changes in the way education is delivered;
- A commitment to research/practitioner collaboration and information-sharing;
- A willingness to make adjustments as progress is monitored and new needs are identified;

- A continued investment; and most importantly,
- A willingness to stay the course.

Our first activity was to articulate our values and vision of what “could be” possible under school reorganization, recognizing that there are variations between the participating school entities in the MHEC.

1. Acknowledge our region’s diverse and changing needs and challenges as reorganization plans move forward.
2. Acknowledge the value of and protect small class sizes, particularly for the younger grades.
3. Ensure educational opportunities, services and supports for all children including opportunities for a continuum of educational opportunities into and through adulthood.
4. Comprehensive school health programs are essential (esp. with childhood obesity problems, drug/alcohol abuse amongst children in our area, etc.).
5. Create and/or expand program options and services for:
  - a. kids at risk,
  - b. parenting teens, and
  - c. Pre-K programs.
    - i. Pre-K programs should be established in all communities in collaboration with existing early childhood programs, such as Head Start and child care facilities in order to ensure:
      1. The diverse human and financial resources currently in our communities for these children remain.
      2. Pre-K programs are accessible for all children and support families through full day programming, etc.
6. Ensure support services for all grades as needed such as Reading Recovery, Title 1, literacy supports. These programs are essential - particularly at the elementary level.
7. Review secondary program curriculum and programs to identify “what is” and identify the variety of programs and options that would be of interest to students, the business community and that would help to keep kids in school and reduce our school drop out rate. These initiatives will likely include, at a minimum:
  - a. Increase options and opportunities for vocational education to include:
    - i. More students and
    - ii. Students starting at a younger age (ideally 8th grade); and to
    - iii. Offer students at the secondary (and perhaps middle level) choice of programs - early on, involve parents and kids in understanding options.
      1. Potentially, in the future, this includes school choice.
  - b. Ensure a dynamic college preparation program.
  - c. Provide a variety of Technology Education opportunities, including but not limited to:
    - i. educational opportunities on line,
    - ii. incorporate the virtual classroom in instruction,
    - iii. provide options for non-traditional course work and
    - iv. use ATM system more.

- d. Create effective alternative education programs to meet the needs of students for whom the traditional classroom, school environment isn't working.
  - e. Create options and linkages with adult ed, PHEC programs/classes which establishes a continuum of learning for all citizens.
- 8. Enrichment programs. Provide options and opportunities for:
  - a. foreign language at younger grades, when children learn best; and
  - b. ensure music, art for all schools.
- 9. Extracurricular and intramural sports are important. A range of opportunities should be available to students for their participation.
- 10. After school programs including home work help, hobby programs, child care would help to support students, families and the community at large.
- 11. Work with community organizations and citizens to create student mentor programs, using community volunteers.



## Learning about our County and its Communities

The following demographic information was provided to the Curriculum Group. Our discussion was rich and we agreed these data are very important as we contemplate restructuring educational services. These data indicate some significant challenges which affect the day to day lives of students, teachers, families and the overall school climate and educational focus.

Maine Counties Children in Poverty (percent), 2004		
Rank	Region	Value
	Maine State	14.3%
1 (best)	Cumberland	10.6%
2	York	10.7%
3	Sagadahoc	11.5%
4	Hancock	13.1%
5	Lincoln	13.9%
6	Knox	14.3%
7	Androscoggin	15.4%
7	Kennebec	15.4%
9	Franklin	16.2%
10	Penobscot	16.8%
11	Oxford	17.1%
12	Waldo	18.0%
13	Aroostook	19.3%
14	Piscataquis	19.7%
15	Somerset	21.1%
16 (worst)	Washington	23.0%

Data from the 2007 Kids Count for Piscataquis County include:

- Ranked 14<sup>th</sup> in the state for the percentage of children living in poverty at 19.7% (14.3% state rate).

- The lowest high school completion rate in the state (76.8% as compared to 87.2% state average)(2005)

- Slightly more than half of all school aged children receive subsidized school lunch – the highest in the state (56.8% vs. 36.4% state

average)(2006-07).

- The third highest unemployment rate (7.3%) in Maine (4.8% state rate)(2005).
- Ranked eighth of 16 counties in terms of child and teen suicides (0.8%)(2004).
- Ranked as 15<sup>th</sup> in the state for median family income, at \$31,784 as compared to the state average of \$41,287. Even considering income growth, the county remains well below the state average.
- Ranked 14<sup>th</sup> in the state rankings for births to single teens who have not completed 12 years of school at 9.2% as compared to the state rate of 6.5% (2005).

Maine Counties Public High School Dropouts, 2005		
Rank	Region	Value
	Maine State	2.8%
1 (best)	Kennebec	1.5%
2	Lincoln	1.7%
3	York	2.2%
4	Aroostook	2.3%
4	Somerset	2.3%
6	Washington	2.6%
7	Oxford	2.7%
8	Knox	2.8%
8	Sagadahoc	2.8%
10	Penobscot	3.0%
11	Franklin	3.1%
11	Waldo	3.1%
13	Cumberland	3.2%
14	Androscoggin	3.7%
15	Hancock	4.1%
16 (worst)	Piscataquis	4.7%

*Below the state average of arrests of children for crimes against property, ages 10-17 (2004) and above the state average for arrests of children, ages 10-17, for crimes against persons (2004) (1.8% compared to 1.0%).*

Maine Counties Unemployment Rate, 2005		
Rank	Region	Value
	Maine State	4.8%
1 (best)	Cumberland	3.6%
2	Knox	4.1%
2	York	4.1%
4	Lincoln	4.3%
4	Sagadahoc	4.3%
6	Androscoggin	4.9%
7	Kennebec	5.0%
8	Penobscot	5.1%
9	Waldo	5.3%
10	Hancock	5.5%
11	Franklin	5.7%
11	Oxford	5.7%
13	Aroostook	6.7%
14	Piscataquis	7.3%
15	Somerset	7.6%
16 (worst)	Washington	8.4%

*A higher rate than the state average for incidents of domestic violence reported to the police (41% as compared to 36.4% state average) (2005).*

*More than twice the state rate of arrests of children for crimes against persons at 2.4 compared to 1.0 (state)(2005).*

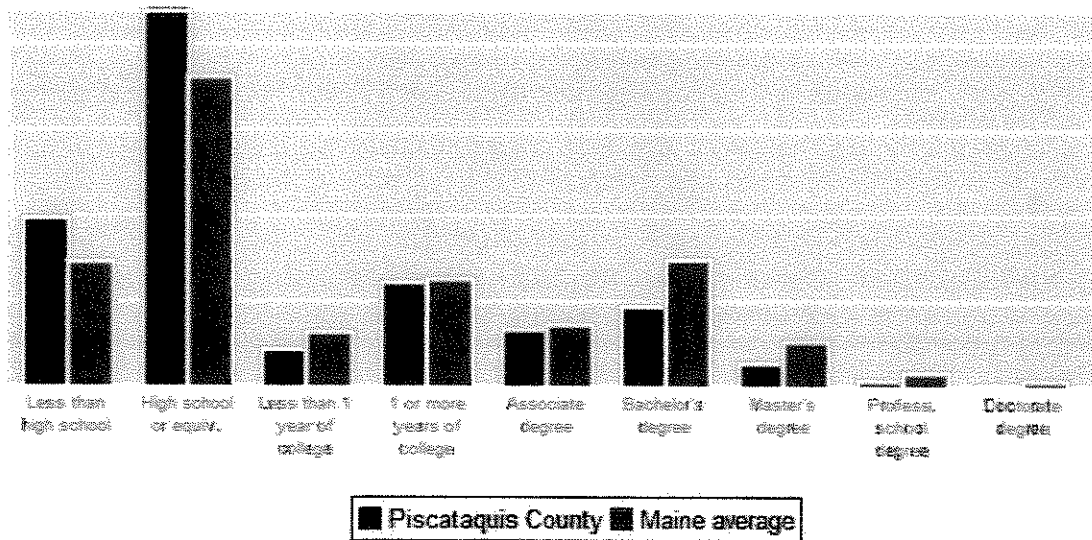
*MYDAUS data indicates that students in Piscataquis County, grades 6 and 8, report persistently higher averages related to drug, alcohol and substance abuse. Sixth graders*

*reported above average in 6 of the 19 categories; eight graders reported above average in 13 of the 19 categories. Sixth graders demonstrated greater risk in “protected” factors in community opportunities for positive involvement and both community and school rewards for positive involvement, and school rewards for positive involvement. They also had higher risk indicators for lower academic achievement and commitment to school.*

*Local law enforcement reports that overall crimes by juveniles in Dover-Foxcroft have remained static with crimes committed by juveniles at 8.3% of all crimes. The nature of the crimes committed, however, has increased substantially in severity. Incidents of aggravated assault by juveniles increased from 1 to a total of 8 from 2004 to 2005 and have stayed at this level. Incidences of harassment, shoplifting, family disputes and domestic assault increased dramatically for this population, with alcohol and drug possession cases how reported in epidemic proportions for our youth. Vandalism rates are our second significant crime, and likely highly influenced by the increase in drug and alcohol use by minors.*

*These data collectively contribute to a disproportionate number of the students of our total population as at risk for school failure. The generally depressed economic environment of the region provides few options for employment which, coupled with the region’s high school drop-out rates, simply means no options for these students.*

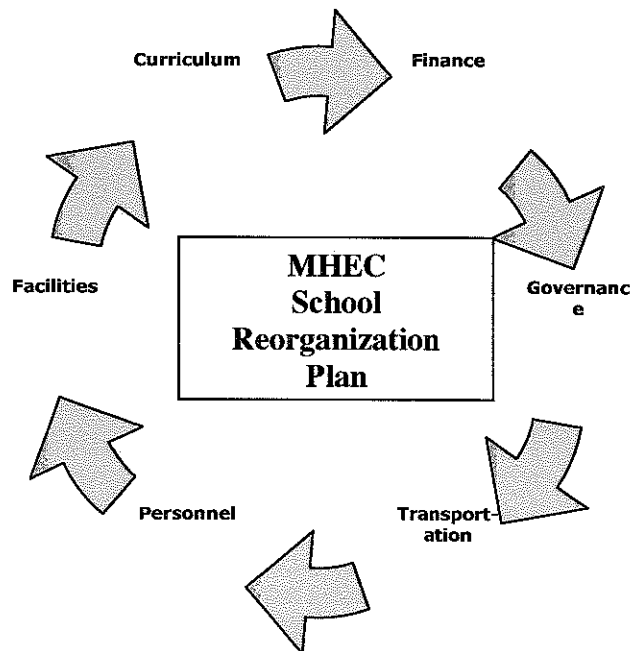
**Educational Attainment**



The chart above compares the educational attainment for Piscataquis County with the Maine average. It speaks for itself.

### Acknowledgment of the Group Process

The Curriculum Group recognizes that the work of each group “touches” probably all other areas, and recommends that groups begin a process of joint meetings to understand what has been discussed and developed by other groups, identify where the “fit” resides and where more work to blend the recommendations needs to occur, etc.



### **Comprehensive Landscape Review**

The members of the Curriculum Group created an Excel spreadsheet to collect a common foundation of K-12 information from all participating Districts, Union and towns including Foxcroft Academy. We have had excellent response from everyone to this information request and, while more detail is needed in some areas, we have suspended this information collection pending decisions about which Districts/Union/Town ultimately end up participating in this RSU. The information collected provides us with sufficient direction to consider options and opportunities which are consistent with our vision and values.

Beyond the simple “what exists” data collection that our group has performed, we acknowledge that there are several other levels of inquiry specific to curriculum that need to be undertaken as the reorganization process unfolds. This inquiry includes but is not limited to specific curriculum approaches used and the variety of “testing” which are performed with children to judge learning, etc.

### **Special Services (Special Education) Collaborative/“Hub”**

As the Curriculum Group reviewed the December 1 Plan contents, we noted that special education is the only topic under our purview which appears to be required in this iteration of the Reorganization Plan for Maine Highlands Regional Education Consortium. We discussed the history of special education services in the tri-county area and have started to conceptualize a regional “hub” which would be a comprehensive center of specialized services to include gifted/talented services.

A regional approach to the provision of comprehensive Special Services would:

- ensure appropriate in-class supports and services for all children with Individualized Education Programs (IEPs), K-12 grade.
- ensure appropriate supports and education to families, including linkages with community resources and services, of children with IEPs.
- facilitate the identification and delivery of services for children with Section 504 plans (not special ed eligible).
- facilitate the identification and delivery of services for children which are needed but beyond the scope of special education, or services which are determined to be beyond the scope of Extended School Year (ESY) services for K-12 grades.
- provide specialized classes as needed for students K-12 grade.
- investigate the development of a service "hub" which would consolidate all supports and services in an economic and time efficient manner using a variety of agencies, professionals, not-for-profit agencies, etc. throughout the communities.
- This entity could be free-standing and would bring a variety of public and private resources together under one “umbrella,” responsible for third-party billing, classroom consultations, program development, etc.

- include Gifted/Talented itinerant services for all participating towns.

This Regional Special Services “hub” would include partnerships with community organizations, not-for-profit agencies, for-profit agencies and individual providers as well as hospitals and state agency regional offices. A multiple of services could be accessed through this “hub” once fully developed, including family support and mental health services, linkages to job placement and training, social service outreach and crisis intervention.

Through the use of local community contracted resources, it is realistic to anticipate the geographic distance of the MHREC would be minimized by contracts with a variety large and small providers throughout the catchment area.

The range of services would include and extend beyond those commonly associated with special education, and encompass the needs of children and families who aren’t eligible or enrolled in special education and could conceivably include services for other populations of need, such as our growing senior population.

This “hub” would be supported with multiple local, state and federal resources including but not limited to special education funding. Targeted grants including initiatives to respond to childhood obesity, drug and alcohol prevention, mentoring programs, parent education, etc., as well as third party reimbursement to include Medicaid, private insurance and family fees, would complement existing funding and grow resources substantially. This “hub” would assist our region to expand access, ensure equity and quality to our region’s citizens while also serving as an economic development initiative. We anticipate that there are already partners in our communities ready to participate in such an endeavor and who bring extraordinary resources, talent and knowledge to the community collaboration “table.”

Some of the “hub” services would be accessed through each local school, with heightened connections and the opportunity to piggy-back on school busses as a mechanism to transport individuals without their own cars or the ability to travel. This regional transportation system would be augmented by partnerships with the LYNX system operating under Penquis CAP.

**“EXHIBIT C”**  
**Maine Highlands Regional Education Consortium**

**Record of Regional Planning Committee Meetings**

**Compiled for Plan Submission – November 14, 2008**

**2007**

- September 25, 2007 RPC meeting in Dover
- October 4, 2007 RPC Finance Meeting in Dover
- October 10, 2007 RPC meeting in Dover
- October 15, 2007 RPC Chairpersons meeting in Dover
- October 22, 2007 RPC meeting in Dover
- November 1, 2007 RPC meeting in Dover
- November 19, 2007 RPC meeting in Monson
- November 20, 2007 RPC meeting in Dover
- November 28, 2007 RPC meeting in Monson
- December 12, 2007 RPC Leadership and Foxcroft Academy meeting in Dover
- December 18, 2007 RPC meeting in Monson

**2008**

- January 10, 2008 RPC meeting in Monson
- January 16, 2008 RPC Public Info. meeting in Dover
- January 23, 2008 RPC Public Info. meeting in Greenville
- January 24, 2008 RPC meeting in Dover
- February 28, 2008 RPC meeting in Monson
- March 11, 2008 RPC Public Info. meeting in Monson
- March 13, 2008 RPC meeting in Monson
- March 27, 2008 RPC meeting in Monson
- April 10, 2008 RPC meeting in Monson
- April 24, 2008 RPC meeting in Monson
- May 8, 2008 RPC meeting in Monson
- June 12, 2008 RPC meeting in Milo
- July 14, 2008 RPC meeting in Dover
- July 15, 2008 Leadership meeting in Dover
- July 21, 2008 RPC meeting in Dover (commissioner)
- July 21, 2008 RPC meeting in Dover (debrief)
- August 7, 2008 RPC meeting in Greenville
- August 21, 2008 RPC meeting in Milo
- September 4, 2008 RPC meeting in Dover
- September 18, 2008 RPC meeting in Greenville
- October 2, 2008 RPC meeting in Milo
- October 16, 2008 RPC meeting in Dover
- October 21, 2008 RPC meeting in Greenville

**Alternative Plan Cover Sheet**  
(Please attach Alternative Plan as Exhibit A)

Plan Requirements				
Item	Complete	In Progress	Not Yet Started	Need Assistance <sup>1</sup>
Plan addresses how the SAU will reorganize administrative functions, duties and noninstructional personnel so that projected expenditures of RSU in fiscal 2008-2009 for the following areas will not have an adverse impact on the instructional program.	<input checked="" type="checkbox"/>			
<b>system administration</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>transportation</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>special education</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>facilities and maintenance</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan addresses how cost savings will be achieved in fiscal 2008-2009 for the above four areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parameters for Plan Development				
Enrollment meets requirements (2,500 except where circumstances justify an exception)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When viewed in conjunction with surrounding proposed units, may not result in one or more municipalities being denied the option to join an RSU	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Includes at least one publicly supported high school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistent with policies set forth in section 1451	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No displacement of teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No displacement of students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No closures of schools existing or operating during school year immediately preceding reorganization, except as permitted under section 1512	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Agreements				
	Yes		No	
Does your plan currently include information/documentation on collaborative agreements? (not required, but encouraged)	<input checked="" type="checkbox"/>		<input type="checkbox"/>	

<sup>1</sup> Please explain what assistance you need to complete this portion of your plan, and state from whom you need assistance, on the next page.

### Exceptions to 2,500 minimum

**Actual number of students for which the SAU is fiscally responsible:** 2,195

Exception	Exception Claimed in Plan	Documentation Provided? (Please attach as Exhibit B)	
		Yes	No
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Population Density	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Unique Circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Assistance Needs –

Please use this section to describe your needs for assistance and from whom you need assistance.

Law Reference/Required Element	Explanation of your assistance need	Assistance needed from whom?



STATE OF MARYLAND  
DEPARTMENT OF EDUCATION  
AUGUSTA 04333

RUN 04/04/08  
PAGE 2

COMPUTATION OF UNIT ALLOCATION TO FUND PUBLIC SCHOOLS

2008-09

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GREENVILLE

A. OPERATING COST ALLOCATIONS

19	RESIDENT PUPILS	K-8	9-12	TOTAL		
	APRIL 2005	128.0	86.0	214.0		
	OCTOBER 2005	136.0	77.0	213.0		
	APRIL 2006	136.0	73.0	209.0		
	OCTOBER 2006	123.0	73.0	196.0		
	APRIL 2007	125.0	75.0	200.0		
	OCTOBER 2007	135.0	76.0	211.0		
21	BASIC COUNTS					
	K-8 PUPILS	AVG. CAL. YEAR PUPILS	DECLINING ENROLL. ADJ	SAU EPS RATES		
	9-12 PUPILS	130.0 +	0.50	5,669.00	=	739,804.50
	ADULT EDUC. COURSES AT .1	75.5 +	1.16	6,032.00	=	462,413.12
	K-8 EQUIV. INSTR. PUPILS	0.8		6,032.00	=	4,825.60
	9-12 EQUIV. INSTR. PUPILS	0.000		5,669.00	=	0.00
		0.000		6,032.00	=	0.00
	WEIGHTED COUNTS	PUPILS	WEIGHTS			
	K-8 DISADVANTAGED @ .4815	62.6	.15	5,669.00	=	53,231.91
	9-12 DISADVANTAGED @ .4815	36.4	.15	6,032.00	=	32,934.72
	K-8 LIMITED ENGLISH PROF.	0.0	.700	5,669.00	=	0.00
	9-12 LIMITED ENGLISH PROF.	0.0	.700	6,032.00	=	0.00
	TARGETED FUNDS	PUPILS	WEIGHTS			
	K-8 STUDENT ASSESSMENT	130.0		40.00	=	5,200.00
	9-12 STUDENT ASSESSMENT	75.5		40.00	=	3,020.00
	K-8 TECHNOLOGY RESOURCES	130.0		90.00	=	11,700.00
	9-12 TECHNOLOGY RESOURCES	75.5		273.00	=	20,611.50
	K-2 PUPILS	49.5	.10	5,669.00	=	28,061.55
	ISOLATED SMALL SCHOOL ADJUSTMENT				=	
	K-8 SMALL SCHOOL ADJUSTMENT				=	58,916.94
	9-12 SMALL SCHOOL ADJUSTMENT				=	55,556.40
	OPERATING ALLOCATION					1,476,276.24
	OPERATING ALLOCATION WITH EPS TRANSITION AT 97.00 %					1,431,987.95
30	ADJUSTED TOTAL OPERATING ALLOCATION					1,431,987.95

## COMPUTATION OF UNIT ALLOCATION TO FUND PUBLIC SCHOOLS

2008-09

392 - 060

SHIRLEY

## A. OPERATING COST ALLOCATIONS

19	RESIDENT PUPILS	K-8	9-12	TOTAL		
	APRIL 2005	9.0	5.0	14.0		
	OCTOBER 2005	14.0	4.0	18.0		
	APRIL 2006	13.0	4.0	17.0		
	OCTOBER 2006	15.0	4.0	19.0		
	APRIL 2007	13.0	5.0	18.0		
	OCTOBER 2007	12.0	4.0	16.0		
21	BASIC COUNTS	AVG. CAL. YEAR PUPILS	DECLINING ENROLL. ADJ	SAU		
	K-8 PUPILS	12.5 +	0.16	4,651.00	=	58,881.66
	9-12 PUPILS	4.5 +	0.00	6,032.00	=	27,144.00
	ADULT EDUC. COURSES AT .1	0.0		6,032.00	=	0.00
	K-8 EQUIV. INSTR. PUPILS	0.000		4,651.00	=	0.00
	9-12 EQUIV. INSTR. PUPILS	0.000		6,032.00	=	0.00
	WEIGHTED COUNTS	PUPILS	WEIGHTS			
	K-8 DISADVANTAGED @ .6667	8.3	X .15	4,651.00	=	5,790.50
	9-12 DISADVANTAGED @ .6667	3.0	X .15	6,032.00	=	2,714.40
	K-8 LIMITED ENGLISH PROF.	0.0	X .700	4,651.00	=	0.00
	9-12 LIMITED ENGLISH PROF.	0.0	X .700	6,032.00	=	0.00
	TARGETED FUNDS	PUPILS	WEIGHTS			
	K-8 STUDENT ASSESSMENT	12.5	X	40.00	=	500.00
	9-12 STUDENT ASSESSMENT	4.5	X	40.00	=	180.00
	K-8 TECHNOLOGY RESOURCES	12.5	X	90.00	=	1,125.00
	9-12 TECHNOLOGY RESOURCES	4.5	X	273.00	=	1,228.50
	K-2 PUPILS	4.5	X .10	4,651.00	=	2,092.95
	ISOLATED SMALL SCHOOL ADJUSTMENT					
	K-8 SMALL SCHOOL ADJUSTMENT				=	5,010.05
	9-12 SMALL SCHOOL ADJUSTMENT				=	0.00
	OPERATING ALLOCATION					104,667.06
	OPERATING ALLOCATION WITH EPS TRANSITION AT 97.00 %					101,527.04
30	ADJUSTED TOTAL OPERATING ALLOCATION					101,527.04

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
AUGUSTA 04333

COMPUTATION OF UNIT ALLOCATION TO FUND PUBLIC SCHOOLS  
 2008-09  
 2008-09

512 - 512

### A. OPERATING COST ALLOCATIONS

19	RESIDENT PUPILS	K-8	9-12	TOTAL
	APRIL 2005	116.0	65.0	181.0
	OCTOBER 2005	105.0	63.0	168.0
	APRIL 2006	111.0	62.0	173.0
	OCTOBER 2006	112.0	56.0	168.0
	APRIL 2007	114.0	56.0	170.0
	OCTOBER 2007	118.0	53.0	171.0

21	BASIC COUNTS	AVG. CAL.	DECLINING	SAD		
		YEAR PUPILS	ENROLL. ADJ	EPS RATES		
K-8 PUPILS		116.0 +	0.00	5,476.00	=	635,216.00
9-12 PUPILS		54.5 +	4.66	5,914.00	=	349,872.24
ADULT EDUC.		0.0		5,914.00	=	0.00
K-8 EQUIV.	COURSES AT .1	0.000		5,476.00	=	0.00
9-12 EQUIV.	INSTR. PUPILS	0.000		5,914.00	=	0.00

WEIGHTED COUNTS	PUPILS	WEIGHTS				
K-8 DISADVANTAGED @ .3898	45.2	X .15	X	5,476.00	=	37,127.28
K-12 DISADVANTAGED @ .3898	21.2	X .15	X	5,914.00	=	18,806.52
K-8 LIMITED ENGLISH PROF.	0.0	X .700	X	5,476.00	=	0.00
K-12 LIMITED ENGLISH PROF.	0.0	X .700	X	5,914.00	=	0.00
TARGETED FUNDS	PUPILS	WEIGHTS				
K-8 STUDENT ASSESSMENT	116.0	X	X	40.00	=	4,640.00
K-12 STUDENT ASSESSMENT	54.5	X	X	40.00	=	2,180.00
K-8 TECHNOLOGY RESOURCES	116.0	X	X	90.00	=	10,440.00
K-12 TECHNOLOGY RESOURCES	54.5	X	X	273.00	=	14,878.50
K-2 PUPILS	36.5	X .10	X	5,476.00	=	19,987.40

ISOLATED SMALL SCHOOL ADJUSTMENT  
K-8 SMALL SCHOOL ADJUSTMENT  
9-12 SMALL SCHOOL ADJUSTMENT

OPERATING ALLOCATION	1,308,606.60
OPERATING ALLOCATION WITH EPS TRANSITION AT	1,269,348.40
ADJUSTED TOTAL OPERATING ALLOCATION	1,269,348.40

# RSU 18 Cost Sharing Alternative

Central office cost (DOE)	\$ 682,534
Central office base	\$ 677,742 (Spent last year)
Central Office Alternative structures	
Proposal 1	\$ 819,500
Proposal 2	\$ 890,500
Proposal 3	\$ 1,124,500
Input Central office cost	\$ 682,534

	SAD 68	SAD 41	Greenville	Beaver Cove	Shirley	SAD 12	Bowerbank	Totals
System Admin 06-07	\$ 267,719	\$ 231,074	\$ 237,216	\$ 12,885	\$ 23,650	\$ 163,400	\$ 6,860	\$ 942,814
System Admin 05-06	\$ 268,142	\$ 222,644	\$ 241,607	\$ 11,304	\$ 20,523	\$ 158,028	\$ 5,350	\$ 928,598
System Admin 04-05	\$ 367,875	\$ 224,084	\$ 224,698	\$ 68,180	\$ 17,772	\$ 167,141	\$ 2,300	\$ 1,092,030
System Admin 03-04	\$ 364,365	\$ 372,210	\$ 207,370	\$ 7,171	\$ 19,350	\$ 176,871	\$ 2,300	\$ 1,149,467
System Admin 02-03	\$ 356,519	\$ 454,594	\$ 207,917	\$ 9,883	\$ 19,025	\$ 127,933	\$ 2,300	\$ 1,178,171
Total 04-06	\$ 904,796	\$ 677,782	\$ 703,821	\$ 92,379	\$ 61,945	\$ 508,569	\$ 14,510	\$ 2,963,442
Three Yr. Ave	\$ 301,579	\$ 225,927	\$ 234,507	\$ 30,793	\$ 20,648	\$ 169,523	\$ 4,837	\$ 987,814
Percentage of base	30.530%	22.871%	23.740%	3.117%	2.090%	17.161%	0.490%	100.0%
Actual expenditure for System Admin 06-09 (Per SAU)	\$ 192,787	\$ 207,306	\$ 173,214	\$ 8,473	\$ 12,311	\$ 81,051	\$ 2,600	\$ 677,742
Student Percentages	49.01%	32.85%	9.09%	0.43%	0.61%	7.65%	0.16%	100.0%
State calculated Penalty	\$ 186,494	\$ 111,027	\$ 105,758	\$ 11,782	\$ 8,546	\$ 33,287	\$ 466	\$ 457,378

DOE Recommended Level #2 (2500 students)

Superintendent	\$ 140,000	
Asst. Superintendent	\$ 110,000	
Business Manager	\$ 69,500	
3 Clerks	\$ 135,000	
2 Secretaries	\$ 75,500	
Curriculum Coordinator	\$ -	
Special Ed. Director	\$ -	
Trans. Director	\$ -	
IT/Tech Director	\$ 45,000	
Contracted Services	\$ 64,000	
Operational Costs	\$ 23,534	
Board Expense	\$ -	
Student count	682,534	
SAD 68	1092	49.0%
SAD 41	732	32.9%
Greenville	202.5	9.1%
Beaver Cove	9.5	0.4%
Shirley	18	0.8%
SAD 12	170.5	7.7%
Bowerbank	3.5	0.2%
Totals	2228	100%

Saving = actual 06-09 expenditures less DOE recommended ex \$ 15,208

State Penalty for opting out	
Bowerbank	\$ 466
Greenville	\$ 105,758
Shirley	\$ 8,546
Beaver Cove	\$ 11,782
MSAD 12 Jackman	\$ 33,287
MSAD 41 Milo	\$ 111,027
MSAD 68 Dover Foxcroft	\$ 186,494
	\$ 457,378

Central office costs escalate at 3 percent ignoring the transitional costs

Base cost escalated at an input inflation rate of

	SAD 68	SAD 41	Greenville	Beaver Cove	Shirley	SAD 12	Bowerbank	Totals
2009	\$ 682,410	\$ 156,077	\$ 162,004	\$ 21,273	\$ 14,284	\$ 117,111	\$ 3,341	\$ 682,410
2010	\$ 702,882	\$ 160,769	\$ 166,864	\$ 21,911	\$ 14,692	\$ 120,625	\$ 3,442	\$ 702,882
2011	\$ 723,969	\$ 165,582	\$ 171,870	\$ 22,568	\$ 15,133	\$ 124,243	\$ 3,545	\$ 723,969
2012	\$ 745,688	\$ 170,550	\$ 177,026	\$ 23,245	\$ 15,587	\$ 127,971	\$ 3,651	\$ 745,688
2013	\$ 768,058	\$ 175,686	\$ 182,337	\$ 23,943	\$ 16,055	\$ 131,810	\$ 3,761	\$ 768,058
2014	\$ 791,100	\$ 180,936	\$ 187,807	\$ 24,681	\$ 16,536	\$ 135,784	\$ 3,873	\$ 791,100
2015	\$ 814,833	\$ 186,394	\$ 193,441	\$ 25,401	\$ 17,033	\$ 139,837	\$ 3,990	\$ 814,833
2016	\$ 839,278	\$ 191,955	\$ 199,245	\$ 26,163	\$ 17,543	\$ 144,032	\$ 4,109	\$ 839,278
2017	\$ 864,457	\$ 197,714	\$ 205,222	\$ 26,948	\$ 18,070	\$ 148,353	\$ 4,233	\$ 864,457
2018	\$ 890,390	\$ 203,645	\$ 211,379	\$ 27,766	\$ 18,612	\$ 152,804	\$ 4,360	\$ 890,390
2019	\$ 917,102	\$ 209,754	\$ 217,720	\$ 28,589	\$ 19,170	\$ 157,388	\$ 4,490	\$ 917,102
2020	\$ 944,615	\$ 216,047	\$ 224,252	\$ 29,446	\$ 19,745	\$ 162,109	\$ 4,625	\$ 944,615
2021	\$ 972,954	\$ 222,529	\$ 230,978	\$ 30,330	\$ 20,338	\$ 166,973	\$ 4,764	\$ 972,954
2022	\$ 1,002,142	\$ 229,204	\$ 237,908	\$ 31,240	\$ 20,948	\$ 171,982	\$ 4,907	\$ 1,002,142
2023	\$ 1,032,206	\$ 236,081	\$ 245,046	\$ 32,177	\$ 21,578	\$ 177,141	\$ 5,054	\$ 1,032,206
2024	\$ 1,063,173	\$ 243,163	\$ 252,397	\$ 33,142	\$ 22,224	\$ 182,456	\$ 5,203	\$ 1,063,173
2025	\$ 1,095,068	\$ 250,458	\$ 259,959	\$ 34,136	\$ 22,890	\$ 187,929	\$ 5,362	\$ 1,095,068

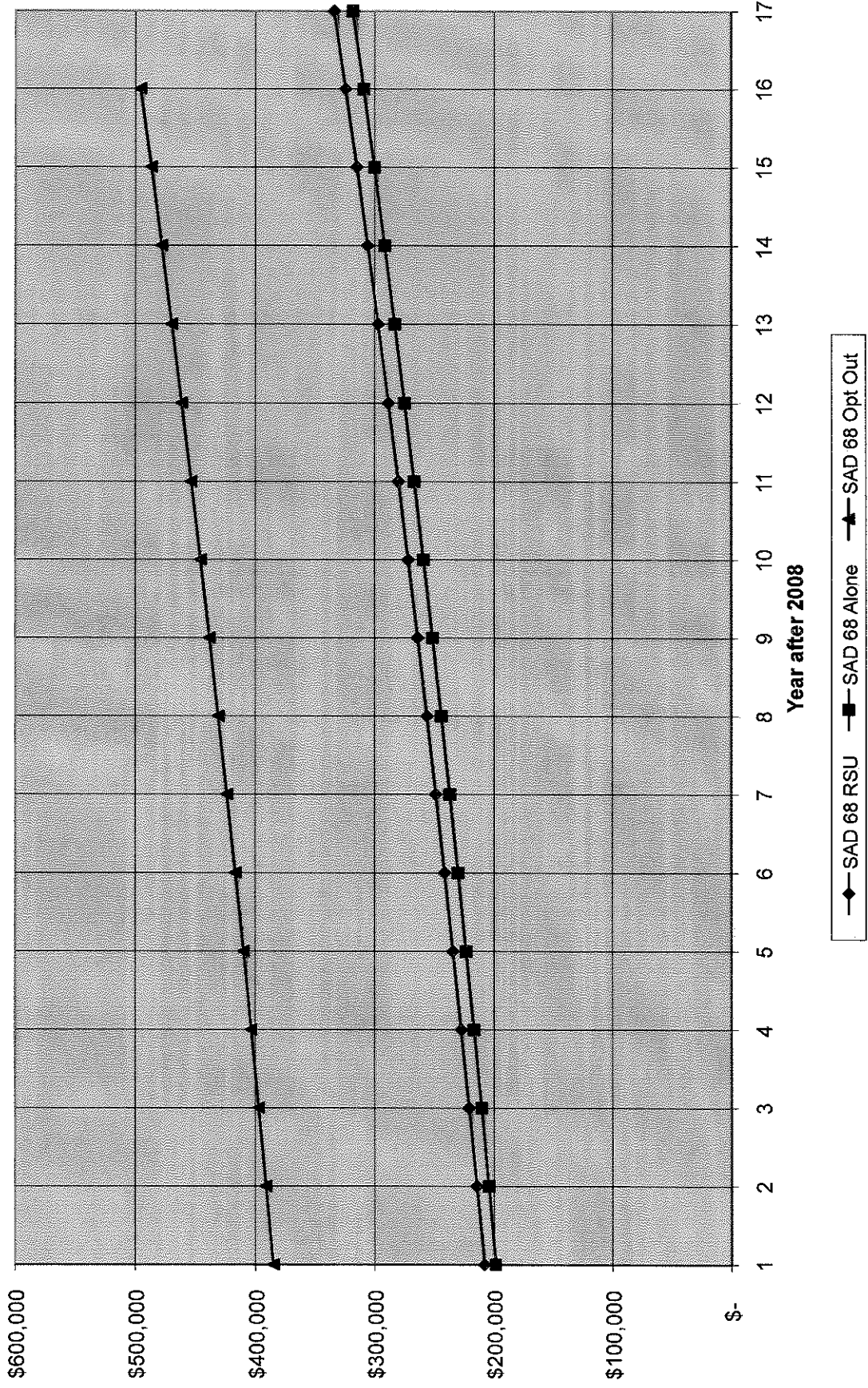
STAND ALONE COST EXCULATION

	SAD 68	SAD 41	Greenville	Beaver Cove	Shirley	SAD 12	Bowerbank	Totals
2009	\$ 188,571	\$ 213,525	\$ 178,410	\$ 8,727	\$ 12,630	\$ 83,483	\$ 2,678	\$ 598,074
2010	\$ 204,528	\$ 219,931	\$ 183,763	\$ 8,969	\$ 13,051	\$ 85,987	\$ 2,768	\$ 619,016
2011	\$ 210,694	\$ 226,529	\$ 189,276	\$ 9,259	\$ 13,453	\$ 88,587	\$ 2,841	\$ 640,587
2012	\$ 216,983	\$ 233,325	\$ 194,954	\$ 9,536	\$ 13,858	\$ 91,224	\$ 2,926	\$ 662,805
2013	\$ 223,493	\$ 240,324	\$ 200,802	\$ 9,823	\$ 14,272	\$ 93,950	\$ 3,014	\$ 685,688
2014	\$ 230,185	\$ 247,584	\$ 206,827	\$ 10,117	\$ 14,700	\$ 96,779	\$ 3,105	\$ 709,259
2015	\$ 237,104	\$ 254,960	\$ 213,031	\$ 10,421	\$ 15,141	\$ 99,663	\$ 3,198	\$ 733,537
2016	\$ 244,217	\$ 262,609	\$ 219,422	\$ 10,733	\$ 15,595	\$ 102,673	\$ 3,294	\$ 758,543
2017	\$ 251,543	\$ 270,487	\$ 226,005	\$ 11,055	\$ 16,063	\$ 105,753	\$ 3,392	\$ 784,300
2018	\$ 259,090	\$ 278,602	\$ 232,785	\$ 11,387	\$ 16,545	\$ 108,928	\$ 3,494	\$ 810,829
2019	\$ 266,982	\$ 286,960	\$ 239,769	\$ 11,729	\$ 17,041	\$ 112,194	\$ 3,598	\$ 838,153
2020	\$ 274,968	\$ 295,569	\$ 246,962	\$ 12,080	\$ 17,553	\$ 115,559	\$ 3,707	\$ 866,298
2021	\$ 283,114	\$ 304,436	\$ 254,371	\$ 12,443	\$ 18,079	\$ 119,026	\$ 3,818	\$ 895,287
2022	\$ 291,608	\$ 313,569	\$ 262,002	\$ 12,816	\$ 18,621	\$ 122,597	\$ 3,933	\$ 925,146
2023	\$ 300,356	\$ 322,976	\$ 269,862	\$ 13,201	\$ 19,180	\$ 126,275	\$ 4,051	\$ 955,900
2024	\$ 309,387	\$ 332,665	\$ 277,958	\$ 13,597	\$ 19,756	\$ 130,063	\$ 4,172	\$ 987,577
2025	\$ 318,548	\$ 342,645	\$ 286,295	\$ 14,005	\$ 20,348	\$ 133,985	\$ 4,297	\$ 1,020,204

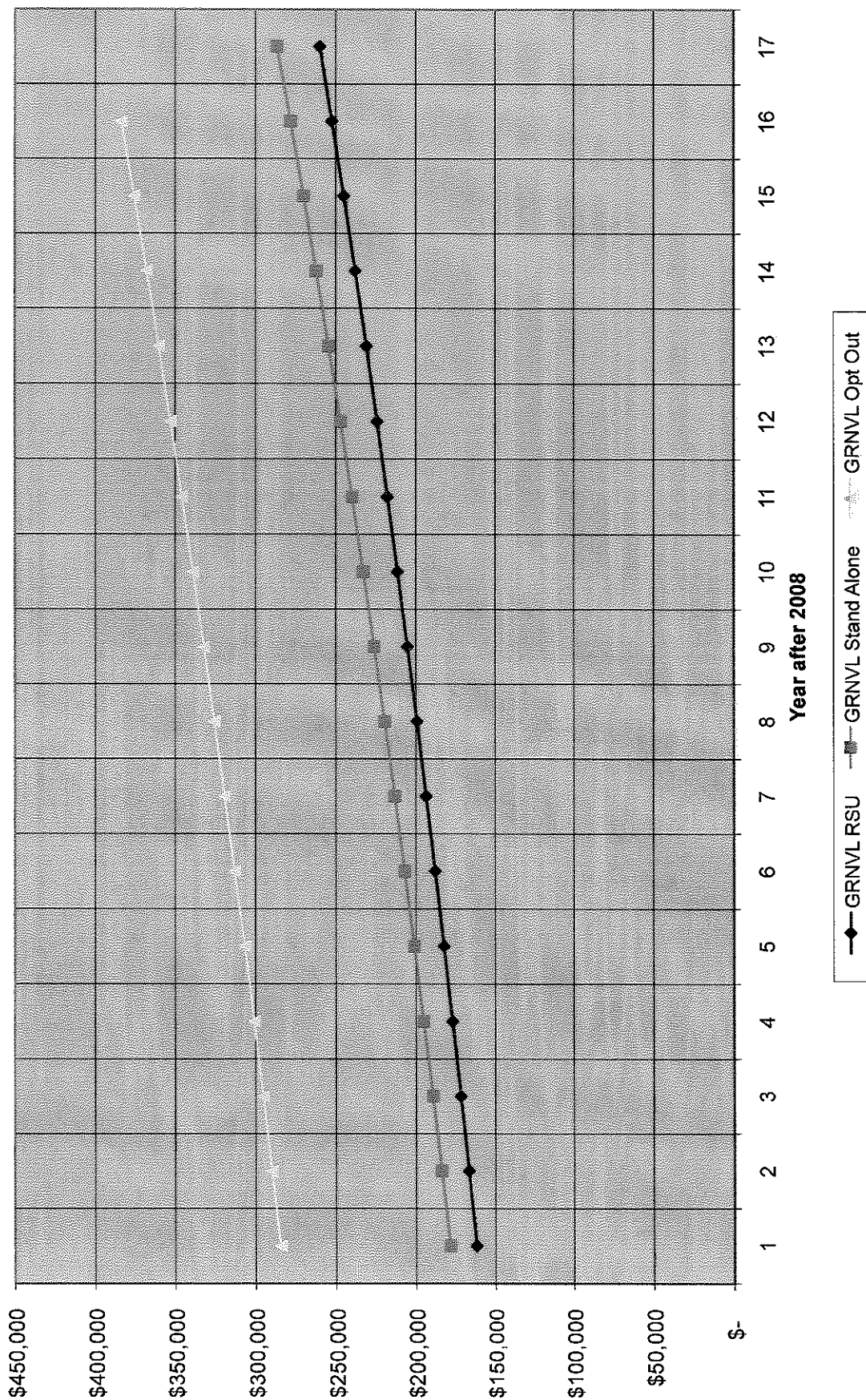
Stand alone plus State imposed penalty

	SAD 68	SAD 41	Greenville	Beaver Cove	Shirley	SAD 12	Bowerbank	Totals
2009	\$ 385,084	\$ 324,552	\$ 284,168	\$ 20,509	\$ 21,226	\$ 116,769	\$ 3,164	\$ 1,155,453
2010	\$ 391,021	\$ 330,958	\$ 289,520	\$ 20,771	\$ 21,608	\$ 119,274	\$ 3,244	\$ 1,176,385
2011	\$ 397,157	\$ 337,598	\$ 295,033	\$ 21,041	\$ 21,998	\$ 121,853	\$ 3,327	\$ 1,197,985
2012	\$ 403,477	\$ 344,352	\$ 300,711	\$ 21,319	\$ 22,402	\$ 124,510	\$ 3,412	\$ 1,220,183
2013	\$ 409,986	\$ 351,351	\$ 306,560	\$ 21,605	\$ 22,817	\$ 127,247	\$ 3,500	\$ 1,243,087
2014	\$ 416,681	\$ 358,561	\$ 312,584	\$ 21,899	\$ 23,246	\$ 130,066	\$ 3,591	\$ 1,266,638
2015	\$ 423,597	\$ 365,987	\$ 318,789	\$ 22,203	\$ 23,687	\$ 132,998	\$ 3,684	\$ 1,290,916
2016	\$ 430,710	\$ 373,636	\$ 325,180	\$ 22,516	\$ 24,141	\$ 135,958	\$ 3,780	\$ 1,315,922
2017	\$ 438,037	\$ 381,514	\$ 331,763	\$ 22,838	\$ 24,609	\$ 139,040	\$ 3,878	\$ 1,341,678
2018	\$ 445,583	\$ 389,629	\$ 338,543	\$ 23,169	\$ 25,091	\$ 142,212	\$ 3,980	\$ 1,368,207
2019	\$ 453,356	\$ 397,987	\$ 345,525	\$ 23,511	\$ 25,587	\$ 145,480	\$ 4,085	\$ 1,395,532
2020	\$ 461,362	\$ 406,596	\$ 352,719	\$ 23,863	\$ 26,098	\$ 148,846	\$ 4,193	\$ 1,423,676
2021	\$ 469,608	\$ 415,463	\$ 360,128	\$ 24,225	\$ 26,625	\$ 152,313	\$ 4,304	\$ 1,452,665
2022	\$ 478,101	\$ 424,568	\$ 367,759	\$ 24,598	\$ 27,167	\$ 155,883	\$ 4,419	\$ 1,482,524
2023	\$ 486,849	\$ 434,003	\$ 375,619	\$ 24,983	\$ 27,726	\$ 159,561	\$ 4,537	\$ 1,513,278
2024	\$ 495,860	\$ 443,692	\$ 383,715	\$ 25,379	\$ 28,301	\$ 163,350	\$ 4,658	\$ 1,544,955

# SAD 68

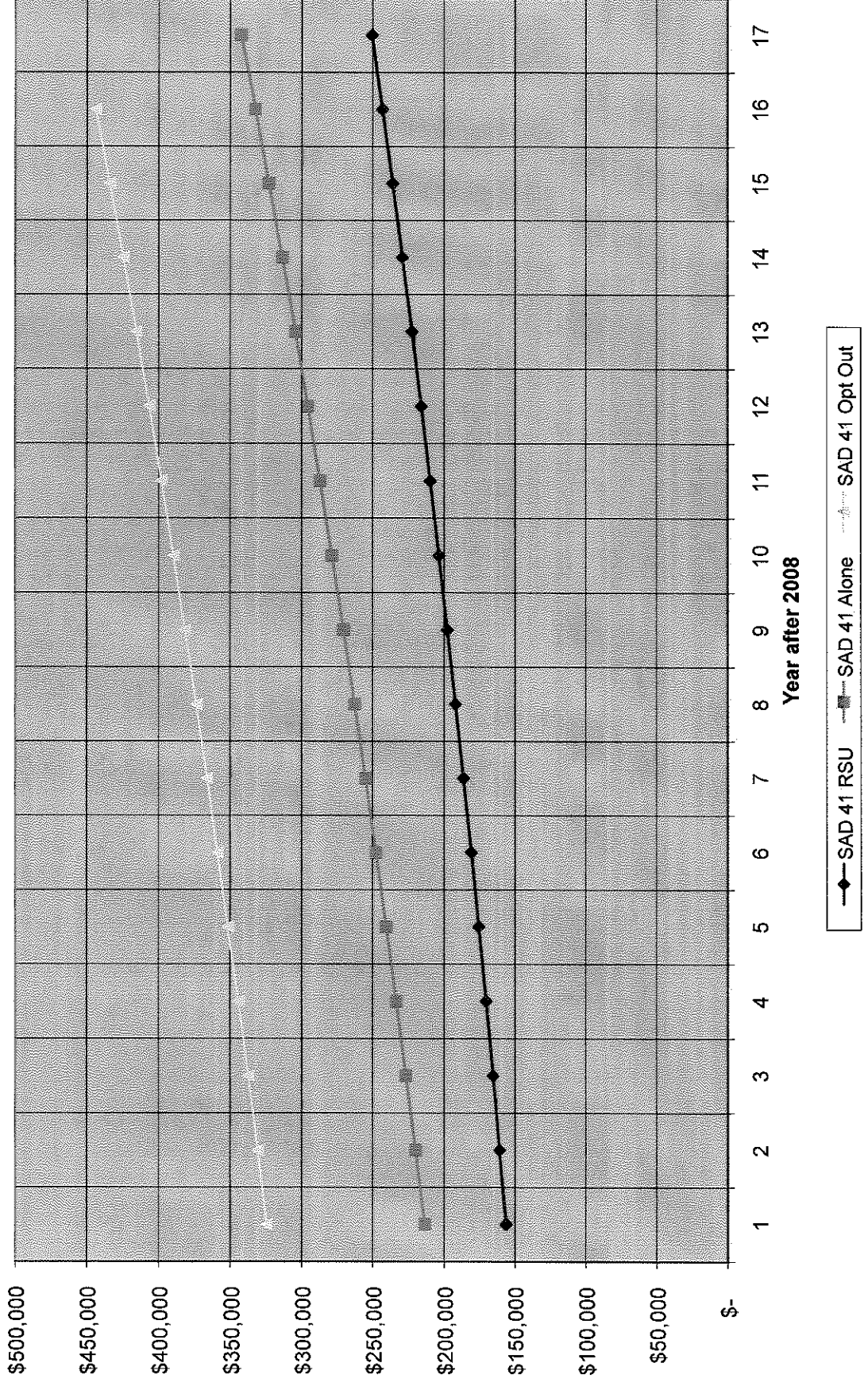


# Greenville School System



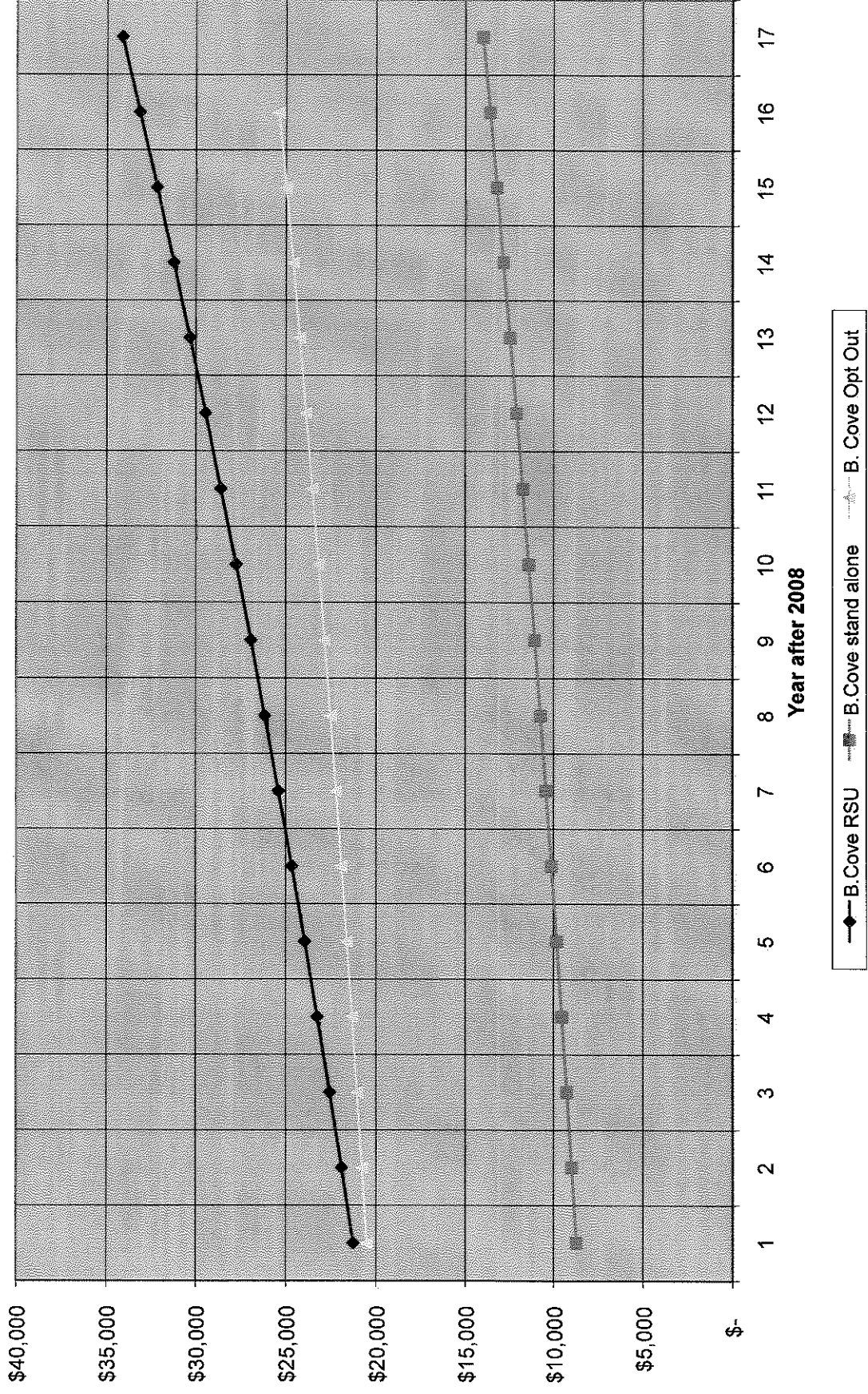


# SAD 41

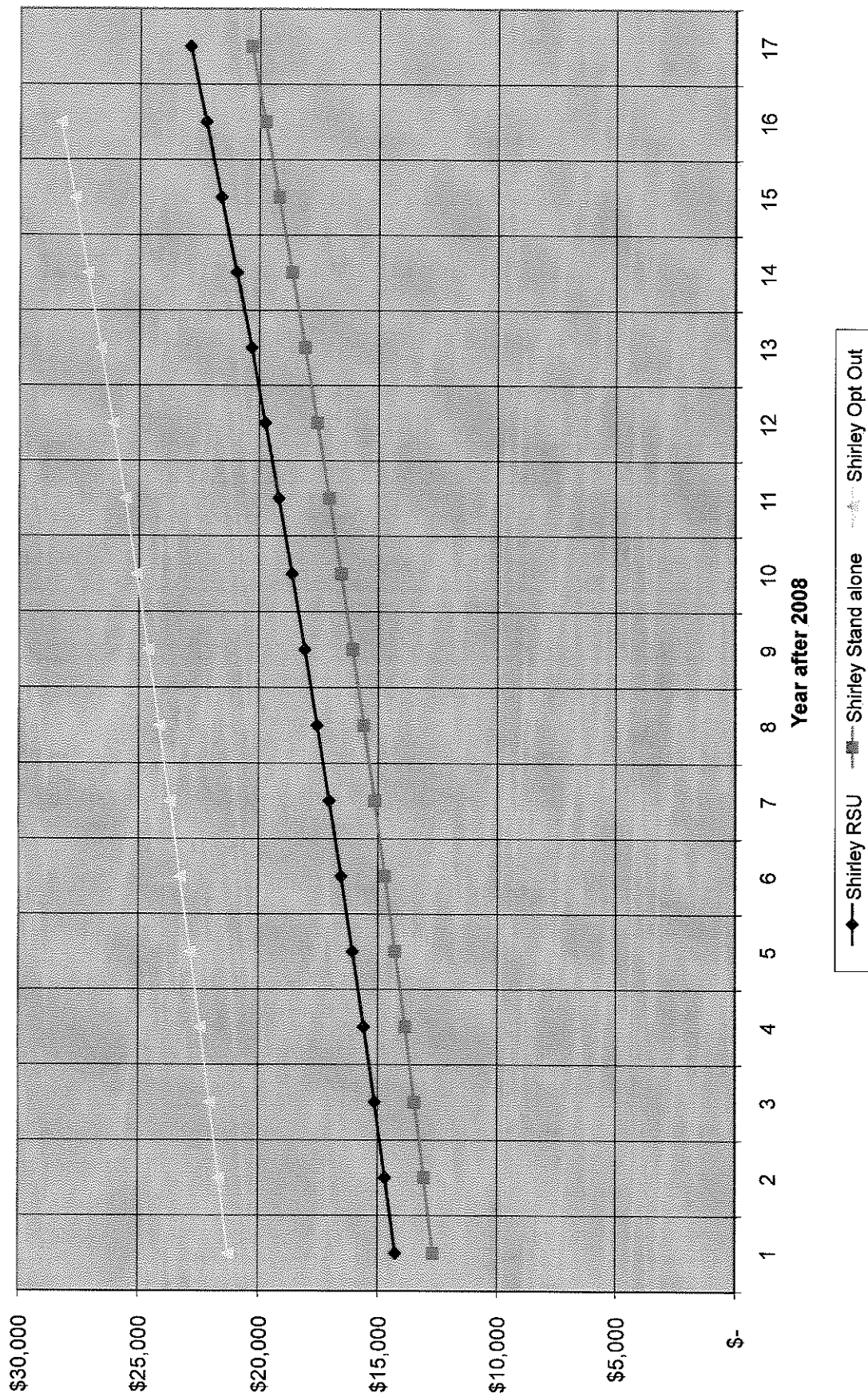




# Beaver Cove

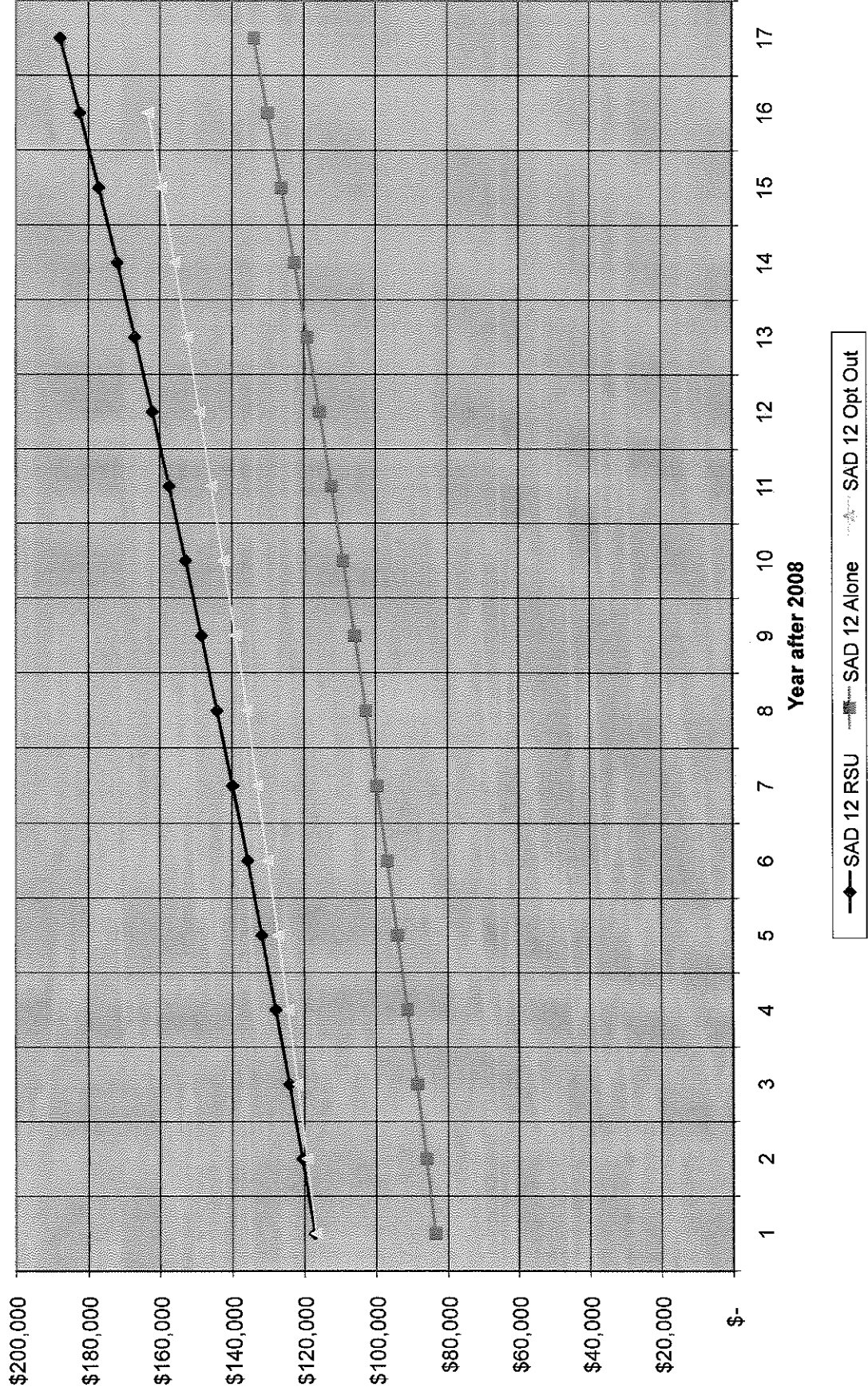


## Shirley





# SAD 12



# Bowerbank

